

DOCUMENT RESUME

ED 070 380

HE 003 609

AUTHOR Blank, Arthur; And Others
TITLE The Graduates Restudied: A Comparison of the Follow-Up of New York City High School Graduates of 1970 and 1971.
INSTITUTION City Univ. of New York, N. Y. Center for Social Research.
PUB DATE Sep 72
NOTE 175p.
EDRS PRICE MF-\$0.65 HC-\$6.58
DESCRIPTORS *College Bound Students; *Higher Education; *High School Graduates; High School Students; *Secondary Education; *Student Characteristics; Urban Youth

ABSTRACT

The study reported in this document was a replication for 1971 high school graduates in New York City of a study on 1970 high school graduates in New York City. The purpose of the replication was to compare the characteristics and post-secondary school activities of the 1971 New York City high school graduates with those described for the 1970 graduates. Particular emphasis was placed on the examination of variables associated with college attendance, both at the City University of New York as well as other institutions. Student background variables investigated included type of high school attended, high school academic average, type of diploma received, family income, ethnic identification, and sex. The type of level of college in which students were enrolled were found to be related to the major background factors: public vocational students were more likely to enroll at CUNY; public vocational graduates were more likely to be enrolled in a CUNY 2-year college; students with lower averages were more likely to attend a 2-year college than a 4-year college; family income was related to variation in full-time college attendance; family income, high school grades, and ethnic identification were all found to be interrelated; and student choice of institution was directly related to income. (HS)

ED 070380

AE
HE

THE GRADUATES RESTUDIED:

A Comparison of the Follow-Up of
New York City High School Graduates of
1970 and 1971

Arthur Blank, Margaret Konefsky, Leonard Kogan and Lawrence Podell

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Center for Social Research
The Graduate School and University Center
The City University of New York

HE 003609

**The Graduates Restudied:
A Comparison of the Follow-Up of
New York City High School Graduates of
1970 and 1971**

Arthur Blank:	Project Director
Margaret Konefsky:	Research Associate
Leonard Kogan:	Director, Center for Social Research and Professor of Psychology
Lawrence Podell:	University Dean for Program and Policy Research and Professor of Urban Affairs

ED 070380

The Graduates Restudied:
A Comparison of the Follow-Up of
New York City High School Graduates of
1970 and 1971

Arthur Blank, Margaret Konefsky, Leonard Kogan
and Lawrence Podell

Center for Social Research
The Graduate School and University Center
The City University of New York
33 West 42 Street, New York, New York

September 1972

Table of Contents

Acknowledgments.....	ii
List of Tables.....	iii
Summary and Major Findings.....	vii
Introduction	1
Chapter I	
Selecting the Sample and Reconstituting the Population.....	3
Chapter II	
A Comparison of the Weighted Sample and the Population.....	15
Chapter III	
Characteristics of the New York City High School Graduate.....	23
Chapter IV	
Post-Secondary School Status of New York High School Graduates.....	52
Chapter V	
Application Choice and Current Enrollment of the New York City High School Graduate.....	84
Chapter VI	
Post-High School Activities by Ethnic Identification and Parental Income.....	100
Chapter VII	
The Effect of a Voucher Proposal on Post-High School Plans.....	126
Appendix I - Equal Opportunities Questionnaire.....	148
Appendix II - Reasons for Resampling.....	152

Acknowledgments

This research project would not have been possible without the patience and cooperation of many people. Their combined efforts helped prepare this study and carry it through to this report.

Dr. Robert Birnbaum, currently Vice-Chancellor for Higher Education in New Jersey, and Joseph Goldman, Social Science Analyst with the U. S. Department of Health, Education, and Welfare, will find the phrases of their prior study echoed throughout this report.

George Finn, of the City University Application Processing Center, provided the data tapes required to begin the study and the data processing needed to analyze the returns. Statistics on CUNY enrollments were supplied by Robert Weingarten, Director of Data Evaluation and Collection at CUNY, and his staff assistant Irene Rayman.

Essential to our efforts were Michael Fallon, who ran our programs at the Hunter College Computer Center, and Francine Pearlman, who did such excellent work last year and returned to help us write our programs this year. The patience to align and type each table was provided by Anne Conrad while Eve Shipman and Helen Hughes typed the text.

Finally, we thank the 6,025 respondents who took the time to complete this questionnaire. Each person mentioned contributed to this final report in a distinct way but the authors alone are responsible for any deficiencies within it.

List of Tables

	Page
1-1. Population of the 1970 Junior Class for the New York City High Schools.....	4
1-2. Sample Chosen and Sampling Ratios.....	6
1-3. Analysis of the Response Rate of the 15,258 Students in the Sample.....	8
1-4. Response Rate by Cell.....	10
1-5. Unadjusted Weighting Factors for Respondents in Each Cell.....	11
1-6. Reported (Sample) and Actual (Population) Graduation Rates.....	12
1-7. Adjustment Factors Used to Reduce the Number of Graduates.....	14
2-1. Distribution of Diplomas in the Population and the Sample Estimates for the June 1971 Graduates.....	17
2-2. Comparison of CUNY Enrollments for First-Time Freshmen with Sample Estimates.....	18
2-3. Comparison of the Ethnic Population of CUNY First-Time Freshmen with the Sample Estimates.....	20
2-4. Comparison of the Grade Distribution of CUNY First-Time Freshmen with the Sample Estimates.....	21
3-1. Estimates of the Type of High School Attended by College Admissions Average.....	24
3-2. Estimates of College Admissions Average by the Type of High School Attended.....	25
3-3. Estimates of Sex Distribution by the Type of High School Attended.....	27
3-4. Estimates of College Admissions Average for Public Academic High School Graduates by Sex Distribution.....	28
3-5. Estimates of College Admissions Average for Public Vocational High School Graduates by Sex Distribution.....	29
3-6. Estimates of College Admissions Average for Non-Public High School Graduates by Sex Distribution.....	31
3-7. Estimates of the Type of Diploma Received by the Type of High School Attended.....	32
3-8. Estimates of College Admissions Average for Public Academic High School Graduates by the Type of Diploma Received.....	33
3-9. Estimates of College Admissions Average for Public Vocational High School Graduates by the Type of Diploma Received.....	35
3-10. Estimates of College Admissions Average for Non-Public High School Graduates by the Type of Diploma Received.....	36
3-11. Estimates of College Admissions Average for Public Academic High School Graduates by Ethnic Identification.....	37
3-12. Estimates of College Admissions Average for Public Vocational High School Graduates by Ethnic Identification.....	39
3-13. Estimates of College Admissions Average for Non-Public High School Graduates by Ethnic Identification.....	40

List of Tables (Cont'd.)

	Page
3-14. Estimates of Ethnic Identification by Proportion of Students Earning High and Low Grades.....	42
3-15. Estimated Number of High School Graduates with High Averages by the Type of High School Attended and Ethnic Identification.....	43
3-16. Estimates of Parental Income for Public Academic High School Graduates by College Admissions Average.....	45
3-17. Estimates of Parental Income for Public Vocational High School Graduates by College Admissions Average.....	46
3-18. Estimates of Parental Income for Non-Public High School Graduates by College Admissions Average.....	47
3-19. Estimates of College Admissions Average for Public Academic High School Graduates by Parental Income.....	48
3-20. Estimates of College Admissions Average for Public Vocational High School Graduates by Parental Income.....	50
3-21. Estimates of College Admissions Average for Non-Public High School Graduates by Parental Income.....	51
4-1. Estimates of the Post-Secondary School Status by the Type of High School Attended.....	53
4-2. Estimates of the Post-Secondary School Status by College Admissions Average.....	55
4-3. Estimates of the Post-Secondary School Status by the Type of Diploma Received.....	57
4-4. Estimates of the Post-Secondary School Status by Sex Distribution.....	58
4-5. Estimates of the Reasons for Not Applying to College by the Type of High School Attended.....	60
4-6. Estimates of the Reasons for Not Applying to College by College Admissions Average.....	63
4-7. Estimates of the Reasons for Not Applying to College by the Type of Diploma Received.....	64
4-8. Estimates of the Reasons for Not Applying to College by Sex Distribution.....	66
4-9. Estimates of the Level of College for Full-Time Students by the Type of School Attending.....	68
4-10. Estimates of the Level of School Attending for Full-Time Students by the Type of High School Attended.....	70
4-11. Estimates of the Level of School Attending for Full-Time Students by Sex Distribution.....	71
4-12. Estimates of the Level of School Attending for Full-Time Students by College Admissions Average.....	73
4-13. Estimates of the Level of School Attending for Full-Time Students by the Type of Diploma Received.....	75
4-14. Estimates of the Reasons for Enrolling in a College for Full-Time Students by the Type of School Attending.....	77
4-15. Estimates of the Reasons for Enrolling in a College for Full-Time Students by the Type of High School Attended.....	79

List of Tables (Cont'd.)

	Page
4-16. Estimates of the Reasons for Enrolling in a College for Full-Time Students by Sex Distribution.....	81
4-17. Estimates of the Reasons for Enrolling in a College for Full-Time Students by College Admissions Average.....	83
5-1. Estimates of First Choice Application for Full-Time Students by the Type of High School Attended.....	85
5-2. Estimates of First Choice Application for Full-Time Students by Sex Distribution.....	87
5-3. Estimates of First Choice Application for Full-Time Students by College Admissions Average.....	89
5-4. Estimates of First Choice Application for Full-Time Students by the Type of Diploma Received.....	90
5-5. Estimates of the Type of School Attending for Full-Time Students by First Choice Application.....	92
5-6. Estimates of First Choice Application for Full-Time Students by the Type of School Attending.....	94
5-7. Estimates of First Choice Application for Full-Time CUNY Students by the Type of High School Attended.....	95
5-8. Estimates of First Choice Application for Full-Time CUNY Students by Sex Distribution.....	97
5-9. Estimates of First Choice Application for Full-Time CUNY Students by College Admissions Average.....	99
6-1. Estimates of the Post-Secondary School Status by Ethnic Identification.....	101
6-2. Estimates of the Reasons for Not Applying to College by Ethnic Identification.....	103
6-3. Estimates of First Choice Application for Full-Time Students by Ethnic Identification.....	106
6-4. Estimates of the Level of School Attending for Full-Time Students by Ethnic Identification.....	108
6-5. Estimates of the Reasons for Enrolling in a College for Full-Time Students by Ethnic Identification.....	110
6-6. Estimates of the Post-Secondary School Status by Parental Income.....	112
6-7. Estimates of the Reasons for Not Applying to College by Parental Income.....	114
6-8. Estimates of First Choice Application for Full-Time Students by Parental Income.....	116
6-9. Estimates of the Level of School Attending for Full-Time Students by Parental Income.....	118
6-10. Estimates of the Reasons for Enrolling in a College for Full-Time Students by Parental Income.....	120
6-11. College Attendance Ratios by Grades, Parental Income and Ethnic Identification.....	123
7-1. Estimates of the Responses to a \$1,000.00 Tuition Voucher by Educational Category.....	128
7-2. Estimates of the Responses to a \$1,000.00 Tuition Voucher for Students Not Applying or Not Registered by College Admissions Average.....	130

List of Tables (Cont'd)

	Page
7-3. Estimates of the Responses to a \$1,000.00 Tuition Voucher for Students at CUNY by College Admissions Average.....	132
7-4. Estimates of College Admissions Average for those Students Transferring to Private Colleges in New York City by Type of College Attending.....	134
7-5. Estimates of the Responses to a \$1,000.00 Tuition Voucher for Male Graduates by Educational Category.....	135
7-6. Estimates of the Responses to a \$1,000.00 Tuition Voucher for Female Graduates by Educational Category.....	136
7-7. Estimates of the Responses to a \$1,000.00 Tuition Voucher for Students Not Applying or Not Registered by Ethnic Identification.....	138
7-8. Estimates of the Responses to a \$1,000.00 Tuition Voucher for CUNY Students by Ethnic Identification.....	140
7-9. Estimates of the Students Transferring to Private Schools in New York City from the Type of College Attending by Ethnic Identification.....	142
7-10. Estimates of the Responses to a \$1,000.00 Tuition Voucher for Students Not Applying or Not Registered by Ethnic Identification.....	143
7-11. Estimates of the Responses to a \$1,000.00 Tuition Voucher for Students at CUNY by Parental Income.....	145
7-12. Estimates of Parental Income for those Students Transferring to Private Colleges in New York City by Type of College Attending.....	147

Summary and Major Findings

This study was a replication for 1971 high school graduates in New York City of a study on 1970 high school graduates in New York City reported by Birnbaum and Goldman.* So far as possible, the sampling methods, the instrument, and the data analysis procedures were kept the same as in the previous study. The purpose of the replication was to compare the characteristics and post-secondary school activities of the 1971 New York City high school graduates with those described for the 1970 graduates. Particular emphasis was placed upon the examination of variables associated with college attendance, both at the City University of New York as well as other institutions. Student background variables investigated included type of high school attended, high school academic average, type of diploma received, family income, ethnic identification, and sex.

Procedures

Data on the 1971 high school graduates were collected by means of a questionnaire mailed in January and February 1972 to a stratified random sample of 15,258 students who had been juniors in public or private high schools as of June 1970. In the prior year's study questionnaires were mailed to 16,982 such students. For the 1971 sample useable questionnaires were returned by 6,025 students (39.5% response rate) as compared

* Birnbaum, R. and Goldman, J. The Graduates: A Follow-Up Study of New York City High School Graduates of 1970. New York: Center for Social Research & Office for Research in Higher Education, The City University of New York, May 1971

with 8,123 students (47.9% response rate) in the 1970 study. The difference in response rate was attributable in large part to the fact that in the first study the mailings had been done during late November and late December 1970, which were vacation periods for college students. Of the returned questionnaires 5,824 or 96.6% were identified as coming from high school graduates in 1971, almost the exact percentage found in the prior year, 96.5%. The responses of the high school graduates were weighted, based on the varying sampling ratios within the cells of the study design, in order to estimate the characteristics and post-secondary school activities of the entire population of high school graduates.

Comparison of our sample estimates with available population data and with CUNY data indicated that in both years there appeared to be underestimation of Blacks, freshman enrollment at the two-year colleges, and high school graduates with high school averages under 70%. Concomitantly, the number of academic diplomas received and the enrollment of students in CUNY four-year colleges were overestimated. Despite these biases, we believe that fairly reasonable generalizations may be made about patterns of association among variables as found in the data.

Characteristics of High School Graduates of New York City

External data indicated that there were about 64,500 high school graduates in 1971, a decrease from the approximately 68,400 graduates reported for 1970. In 1971 the graduates from public

academic high schools numbered about 36,600 (compared with 41,400 in 1970), those from non-public schools numbered 21,600 (21,500 in 1970) and a smaller number, 6,200, from public vocational schools (5,500 in 1970). In 1970 and 1971 respectively almost all non-public school graduates earned academic diplomas (90% and 92%) and about half the graduates of public academic schools did so (49.6% and 50.3%). In the public vocational schools the preponderance of the graduates earned vocational diplomas (85% and 86%). In general the characteristics of the high school graduates were remarkably stable from 1970 to 1971. Some of the characteristics and relationships in terms of major variables were:

--- Academic averages of 80% or over were obtained for 1970 and 1971 graduates respectively by 58% and 57% of all non-public school graduates, by 39% and 38% of public academic graduates and by 20% and 20% of public vocational students.

--- At the lower level 1970 graduates of public academic high schools showed 18% with grades under 70%; 20% of public vocational schools and 3% in the non-public schools. The comparable figure for the 1971 graduates were 18%, 24% and 3%.

--- For all schools combined in both 1970 and 1971 the Black students tended to receive lower grades, followed by Puerto Rican students, Latin American students, White students, and Oriental and other students. In 1970 and 1971 respectively, 32% and 31% of Black graduates received grades of under 70%. For the other groups grades of under 70% were obtained by 18% and 18% of Puerto Rican graduates, 10% and 9% of White graduates and 11% and 11% of Oriental and other

graduates. In contrast the percentages of each group receiving grades of 80% and over were 16% and 17% of Black graduates, 24% and 28% of Puerto Rican graduates, 50% and 50% of White graduates and 53% and 58% of Oriental and other graduates.

--- In both years although Black, Latin American, and Puerto Rican graduates taken together comprised about one-quarter of all graduates, for the 1970 graduates about 10% had averages of over 80% while the comparable figure for 1971 was 14%.

--- In general grades were found to be related to family income, with students from families with higher incomes earning higher grades than those from lower income families.

--- Income was also related to type of school attended. For example, for the 1970 graduates 39% of public academic, 11% of public vocational and 42% of non-public graduates came from families with incomes of at least \$10,000 a year. The comparable percentage for the 1971 graduates were somewhat higher -- 43%, 16%, and 50%.

The Post-Secondary School Status of New York City High School Graduates

Of the 1970 high school graduates it was estimated that 76% were enrolled as full-time students in a post-secondary institution as of September 1970. The comparable percentages for the 1971 graduates as of September 1971 was estimated to be 73%. The 1969 figure for New York City -- prior to Open Admissions at CUNY -- was estimated to have been 59%. Because of the decline in high school graduates from about 68,000 in 1970 to about 65,000 in 1971, the number of full-time students was estimated to have decreased from about 52,000 to about 48,000.

The 1970 high school graduates not reporting full-time college attendance were distributed as follows: 2% attending part-time; 12% did not apply; 1% applied and were not accepted; 6% were accepted but did not register; and 4% did not answer and were presumed to be non-attenders. The comparable figures for the 1971 high school graduates were: 2% attending part-time; 13% did not apply; 1% applied and were not accepted; 8% were accepted but did not register; and 2% did not answer.

Variation in full-time college attendance rate was found to be associated with most of the major background variables:

--- Type of high school. For the 1970 group 75% of the public academic graduates, 67% of the public vocational graduates and 79% of the non-public graduates reported that they were attending college full-time. The figures for 1971 graduates were: public academic, 74%; public vocational, 54% and non-public, 79%. The estimated drop in college attendance of public vocational school graduates appears to be substantial.

--- High school average. For the 1970 group 92% of those with averages of 85% and over were attending college full-time, while the figure for those with averages of 70% and under was 51%. The comparable figures for the 1971 graduates were 92% for those with averages of 85% and over as contrasted to 49% for those with averages of 70% and under.

--- Diploma type. For the 1970 graduates the college attendance rate for those with academic diplomas was 88%, for those with general diplomas 50% and for those with vocational diplomas 65%. The comparable figures for 1971 were 85%, 53%, and 49%, again indicating a substantial decline in full-time college attendance for those with vocational diplomas.

--- Sex. For the 1970 graduates 83% of the male graduates reported full-time college attendance as compared with 70% for the women. In 1971 the difference between the figures were reduced to 76% for men and 72% for women.

Four reasons for not applying to college were considered important by at least 10% of the high school graduates who did not apply to college. There was little apparent difference between 1970 and 1971 graduates with respect to reasons. The reasons were "wanted a job" (22% and 20%); "did not want college" (18% and 18%); "tired of school" (12% and 11%); and "could not afford" (10% and 12%).

For the 1970 graduates, the majority of those who were attending a post-secondary institution on a full-time basis were enrolled in four-year colleges (69%), with 27% enrolled in two-year colleges and 5% in other kinds of institutions. The comparable figures for 1971 graduates were 68% for four-year college, 26% for two-year college, and 6% other. In 1970 63% of the full-time students were enrolled at CUNY, 7% at SUNY, 16% in private institutions in New York City, 5% in private institutions in New York State other than the City, and 8% in institutions outside New York State. For the 1971 graduates the comparable figures were 67% at CUNY, 5% at SUNY, 16% in private institutions in New York City, 4% in private institutions in New York State and 6% in institutions outside New York State.

The type and level of college in which students were enrolled were found to be related to the major background factors:

--- Public vocational students were more likely to enroll at CUNY (83% in 1970; 79% in 1971) than were public academic (67% and 72%) or non-public students (54% and 57%).

--- Public vocational graduates were more likely to be enrolled in a CUNY two-year college (58% in 1970; 40% in 1971) than were public academic (23% and 24%) or non-public students (18% and 22%).

--- The percentage of students enrolled at CUNY was inversely related to their high school grades. For example, in 1970 47% of all students with high school averages of 85% or higher were attending CUNY; the comparable figure for 1971 was 49%. For 1970 graduates with grades under 70%, 79% enrolled at CUNY; the figure for 1971 graduates was 81%. Thus CUNY, in addition to its traditional role of serving higher achievement high school graduates, was also providing opportunity for higher education to students who were poor achievers in high school.

--- Students with lower averages were more likely to attend a two-year college than a four-year college. In both 1970 and in 1971 only about 22% of enrolled students with averages of under 70% attended CUNY four-year colleges. The comparable figures for private institutions in New York City for students with high school grades under 70% were 11% in 1970 and 10% in 1971.

For students attending college full-time, there were four reasons for college selection given by at least 10% of the students. The figures were almost identical for 1970 and 1971 students: "good

reputation" (21% in 1970, 20% in 1971); "inexpensive" (18% and 19%); "near home" (18% and 18%); and "special programs" (12% and 13%).

Students enrolled at CUNY gave the same four reasons most frequently but "inexpensive" (24% in 1970; 25% in 1971) was the reason most commonly cited by CUNY students. Only SUNY students also listed "inexpensive" (20% in both 1970 and 1971) as one of the major reasons for their attendance.

College Choice and College Enrollment

A majority of all students enrolled in college full-time indicated that CUNY was their first choice institution -- 57% of both 1970 and 1971 high school graduates. Other first choices for 1970 and 1971 graduates respectively were: private New York City (15% and 11%); SUNY (11% and 10%); institutions outside New York State (10% and 8%) and private colleges New York State (6% and 6%).

Of the 1970 graduates, 74% of the full-time students were enrolled in the institution category of their first choice. The comparable figure for 1971 graduates was 63%. Students who selected CUNY as their first choice were much more likely to be enrolled there (90% in 1970; 96% in 1971) than those selecting any other category as their first choice. Students in attendance at CUNY indicated that CUNY had been their first choice somewhat more commonly when they had lower high school grades, under 70%, than when they had high averages of 85% and over. For 1970 graduates the figures were 83% first choice of CUNY for CUNY students with grades under 70% and 79% of students with grades of 85% and over. A somewhat larger difference was found for 1971 graduates: 86% vs. 76%.

Ethnic Identification, Family Income and College Attendance

Full-time college attendance rates were found to differ for the several ethnic groups. In general, the college-going rates were highest for Oriental and other students (88% in 1970; 79% in 1971), followed by White students (78% and 75%), Latin American students (67% and 71%); Black students (67% and 68%) and Puerto Rican students (63% and 62%). Some of the difference among these rates was possibly accounted for by differences in the percentage of students who were accepted into college but did not register (13% in 1970 and 14% in 1971 by Puerto Rican students; 10% and 9% by Black students; and 5% and 7% by White students) and by financial problems, as implied by the finding that Black and Puerto Rican part-time enrollments (4%) were twice as high as that of White students.

Although a majority of students in all ethnic groups were attending CUNY, White students did so relatively less frequently (62% in 1970; 66% in 1971) than did the other groups. For 1970 graduates the other figures were: Oriental and other, 66%; Black, 69%; Latin American, 71%; Puerto Rican, 74%. The percentage for 1971 graduates were: Oriental and other, 61%; Black, 71%; Latin American, 76%; and Puerto Rican 73%.

There appeared to be a significant change in the distribution of enrollments in CUNY's two-year and four-year colleges by ethnic group from 1970 to 1971. For the 1970 White high school graduates,

41% were attending CUNY four-year colleges and 21% were attending CUNY two-year colleges. The figures for the 1971 White students were almost the same -- 42% attended CUNY four-year colleges and 23% attended CUNY two-year colleges. In 1970 Black students were about equally enrolled in CUNY four-year colleges (36%) and CUNY two-year colleges (33%) but for the 1971 group the comparable figures were 42% in four-year colleges and 29% in two-year colleges. The change was even more striking for Puerto Rican students. In 1970 Puerto Rican students were more likely to be enrolled in CUNY two-year colleges (40%) than in four-year colleges (34%) but in 1971 the percentages were reversed, so that 43% were attending CUNY four-year colleges and 30% in CUNY two-year colleges.

Family income was related to variation in full-time college attendance. The 1970 students with family income under \$3700 were less likely to go to college (65%) than those where the family income was over \$15,000 (89%). The 1971 figures were about the same (66%) for students with family incomes of under \$3700 but there appeared to be a decrease in college attendance rate for students whose family income was over \$15,000 (80%). Student choice of institution was directly related to income. For the 1970 graduates 69% of the students with family incomes under \$3700 selected CUNY as their first choice as compared with 37% of those with family incomes of over \$15,000. The comparable percentages at lower and higher family incomes selecting CUNY as first choice were 65% and 40%. Actual enrollment patterns were similarly differentiated but a higher proportion of students actually enrolled at CUNY. In 1970 CUNY enrolled 74% of the students

with family incomes under \$3700 and 44% of those with incomes of \$15,000 or over. The comparable percentages for the 1971 high school graduates were 75% and 51%. The data indicate that even with a family income of at least \$15,000 less than half of the students attended colleges outside of New York City. For the 1970 group with family incomes of at least \$15,000, 40% attended such colleges and in 1971 the figure dropped to 32%. For students whose family incomes were in the next lower income category of \$12,500 to \$14,999, the 1970 figure for enrollment in college outside of New York City was 23% and the 1971 figure was 21%.

Family income, high school grades, and ethnic identification were all found to be interrelated. Minority group students tended to come from families with lower incomes; students from families with lower incomes tended to obtain lower high school grades; minority students tended to obtain lower grades. In turn each of these variables was found to be associated with likelihood of college attendance.

By examining the relationships of family income, high school grades and ethnic identification not only with each other but also with college attendance rate, we were able to draw some inferences about the effects of each variable when the other variable(s) were held constant.

When grades were controlled it appeared that family income had relatively little influence on college attendance. Thus for all

students with low high school grades, those from high income families were hardly more likely to have gone to college than those from families with low income. In 1970 the college attendance rate for high income students with low grades was 58% as compared with 54% for low income students with low grades. The comparable percentages for 1971 were both 55%.

On the other hand, when income was held constant, the effect of grades was clearly evident. For low income students, for example, those with high grades were more likely to go to college (83% in 1970; 86% in 1971) than those with low grades (54% in 1970; 55% in 1971).

If both grades and income were held constant, differences in college attendance rate related to ethnic identification were still apparent. In general Puerto Ricans were less likely to go to college than Black or White students who were comparable with respect to high school grades and family income. On the other hand, Black students were generally more likely than White students at the same income and grade level to go to college. However, inasmuch as there were relatively more Black students in low income and low grade groups, the college-going rate was lower for Black high school graduates as a group than it was for White graduates.

Effect of a Voucher Proposal on Plans for Higher Education

One item on the questionnaire was designed to explore the high school graduate's response concerning what he might have done if he were offered \$1000 each year for tuition and expenses at any post-secondary school other than CUNY.

For many reasons the results on the voucher question should be regarded as suggestive only. For example, of those high school graduates who were not going to college, 52% in 1970 and 53% in 1971 indicated they would go under a voucher plan. This was probably based on an unrealistic comprehension of college expenses since in most cases the free tuition opportunity at CUNY would be less expensive than having \$1000 to be applied elsewhere.

Similarly, over half of the students at CUNY in both the 1970 and 1971 groups of high school graduates indicated that they would go elsewhere (SUNY being most popular, 19%) if \$1000 were available to them annually. Interestingly, in terms of level of parental income relatively little variation was found among CUNY students who would desire either to stay at CUNY or go elsewhere.

It was estimated that about 4200 of the 1970 high school graduates and about 4800 of the 1971 graduates who were attending college would probably like to change their current enrollment in order to attend a private institution in New York City if a voucher plan were available. Putting aside questions about whether \$1000 per student would be financially available or adequate, that could have meant an increase of over 50% in the enrollment of New York City students in such institutions.

Introduction

Last year the Center for Social Research of The City University of New York, in conjunction with the University Office for Research in Higher Education, conducted a study on the post-secondary school activities of the 1970 New York City high school graduates. The purpose of this study, as defined in last year's report, was:

to determine the degree to which Open Admissions at City University has resulted in establishing equality of educational opportunity for New York City's youth, and for future planning for higher education in the city. *

Conducted by the Center for Social Research, this year's study examined the characteristics of the 1971 New York City high school graduates and was a replication of the prior research project. The intention of this replication was to determine what changes in characteristics occurred between studies and to estimate the direction and magnitude of these shifts. **

In constructing the methodology for this year's study, a decision was made to incorporate all the research techniques employed last year, so a basis for comparability between studies would be available. This rationale necessitated utilizing techniques that may have been improved upon.

To facilitate the comparison between the studies, each table from Chapter III on, lists two sets of figures, last year's and the current figures. Last year's data are always in parentheses and under the heading 1970, a reference to the date the sample was to have graduated; this year's data are not in parentheses, and are under the heading 1971, also a reference to the graduation date. All tables list 100% as a total, while they may

*Birnbaum, R. and Goldman, J. The Graduates: A Follow-up Study of New York City High School Graduates of 1970. New York: Center for Social Research Office for Research in Higher Education, The City University of New York, (May 1971) p. ii.

** This year's study was requested by the Office of the Chancellor of The City University of New York and was supported by funds provided by the Board of Higher Education.

actually sum to 99.9% or 100.1%.

Within the narrative section of the report, varying forms of a term are employed. For example, college admissions average may be referred to as admissions average, average or grades while post-secondary school status is occasionally referred to as post-high school plans or activities.

For those readers who wish to review last year's report, this report incorporated the identical order for chapters, chapter subdivisions and tables, but the titles for the chapters, tables and subdivisions do vary between reports.

Chapter I

Selecting the Sample and Reconstituting the Population

Selecting the Sample

The University Application Processing Center (UAPC) of CUNY provided data which indicated that 76,357 students were enrolled as juniors in public and private high schools in New York City as of June 1970. UAPC data were partially defined by the student's high school average at the end of his junior year and by the type of high school graduated from, variables usually associated with college attendance.

Instead of including every student in the study, a stratified sampling technique was devised employing the two mentioned variables. The variable "type of high school" was designated as follows: "public academic," "public vocational" and "non-public." The variable "admissions average" was designated by five categories: "85% and over," "80 - 84.9%," "75 - 79.9%," "70 - 74.9%" and "less than 70%." These breakdowns resulted in a 15-cell design with the appropriate population figures indicated in Table 1-1.

The next stage in selecting the sample was to determine the appropriate sampling ratio for each cell. We attempted to use the same sampling ratios as last year to ensure that at least 400 Black and Puerto Rican students would be sampled in each cell where other ethnic groups were predominant, or at least 400 Whites where the situation was reversed. As last year's study indicated, however, the proportion of Black and Puerto Rican students in non-public schools and with averages above 85% in public academic and public vocational schools was quite small, making the criterion of 400 students difficult to meet. One difference from last year should

TABLE 1-1
POPULATION OF THE 1970 JUNIOR CLASS FOR
NEW YORK CITY HIGH SCHOOLS

Type of High School	<u>High School Academic Average</u>					Total
	85%+	80-84.9%	75-79.9%	70-74.9%	< 70%	
Public Academic	8,248	6,092	7,958	9,928	15,488	47,714
Public Vocational	430	943	1,719	1,977	1,865	6,934
Non-Public	6,144	6,230	5,796	2,910	629	21,709
Total	14,822	13,265	15,473	14,815	17,982	76,357

be noted: where possible we attempted to keep each cell to a minimum of 500 students or if the cell was under 500 we tried to include all available students in that cell. This resulted in changing the sampling ratio in four cells*. The size of the final sample and the sampling ratio for each cell (in parentheses) is shown in Table 1-2. Even though the ratio was small in the non-public schools for the less than 70% and 70-74.9% categories, it represented 100% of the people available in those cells. These ratios resulted because, while the UAPC data bank contained the names of all juniors in all high schools, the names were not completely accessible in the required form for the non-public schools. The names were available in the proper form for only 77% of the non-public school students. Drawing from only 77% rather than 100% of these students, and having such a small ratio in the two cells mentioned above, may introduce a source of bias if the excluded students differ from the included ones in any significant manner.

Personnel at UAPC systematically selected the required number of students and prepared a computer tape with the name, address, sex, high school attended and college admissions average of each student to be included in the stratified, non-proportional sampling design.

Instrument

The instrument employed in this study was an Equal Opportunities Questionnaire (EOQ), a copy of which is attached as Appendix I. The questionnaire had students indicate their present activities, their reasons for not applying to college or their reason for selecting the college they are

*Two cell changes were in public vocational--85% and over and 80-84.9%; these cells had ratios of .488 and .468 respectively last year compared to the ratios shown in Table 1-2 for this year. In non-public schools the cells of 70-74.9% and less than 70% were .246 and .633 respectively last year.

TABLE 1-2
SAMPLE CHOSEN
AND
SAMPLING RATIOS*

Type of High School	High School Academic Average					Total
	85%+	80-84.9%	75-79.9%	70-74.9%	< 70%	
Public Academic	(.197) 1,625	(.277) 1,687	(.235) 1,870	(.278) 2,760	(.083) 1,285	(.193) 9,227
Public Vocational	(.672) 289	(.530) 500	(.461) 792	(.406) 803	(.351) 655	(.438) 3,039
Non-Public	(.163) 1,001	(.116) 723	(.117) 678	(.167) 485	(.167) 105	(.138) 2,992
Total	(.197) 2,915	(.219) 2,910	(.216) 3,340	(.273) 4,048	(.114) 2,045	(.200) 15,258

*Sampling ratios are included in parentheses.

attending. In addition certain background information was sought--sex of respondent, parental income, parents' educational level, educational expectations, high school average and ethnic identification. Also asked was what effects a \$1,000 educational grant might have had upon the students' college plans.

The questionnaire consisted of three separate pages prepared by optical scanning equipment.

Procedure

The Equal Opportunities Questionnaire was mailed to the home of each student in the sample after January 11, 1972. Accompanying the questionnaire was a cover letter explaining the purpose of the survey and a stamped, self-addressed return envelope. After February 14, 1972 a second complete re-sampling was initiated*, which included a follow-up letter to all non-respondents and respondents.

Response Rate

Since this study was not able to deliver the EOQ during vacation periods, it was not expected that we would achieve, as last year, a 50% response rate; yet, it was hoped that we would receive at least a 45% rate of return. The potential bias caused by the difference in the characteristics of the respondents and the non-respondents is discussed in the next chapter. An analysis of the response rate is shown in Table 1-3.

The response rate of 39.5% was not as high as the desired 45% rate of return. The unuseable responses were questionnaires which were missing one or more pages on return. Whether pages were removed by the respondent prior

* A misprint had originally occurred in question 2 which necessitated a complete resampling. The details of this resampling are discussed in Appendix II.

TABLE 1-3
ANALYSIS OF THE RESPONSE RATE OF THE
15,258 STUDENTS IN THE SAMPLE

	<u>N</u>	<u>%</u>
No Response	7,988	52.4
Returned by Post Office	1,033	6.8
Unuseable Responses	212	1.4
Useable Responses	6,025	39.5

to returning the questionnaire, or whether a page was missing when mailed to the respondent or lost in handling the returns was not known. It was felt that no changes in the data would have occurred if these 212 questionnaires were included in the sample, and that their exclusion does not result in a response bias.

Table 1-4 shows the response rate for each cell of our 15-cell design. The largest percentage of replies was from non-public schools, followed by public academic and public vocational schools. The rate of return by average was highest for the above 85% group, .488, and lowest for the 70-74.9% category, .320. The response rates for all schools were higher for the less than 70% category than for the 70-74.9% and 75-79.9% categories but lower than the 80-84.9% and 85% and over categories.

Reconstituting the Population

In order for the sample of 6,025 students to reflect the original population of 76,357 students, each student was assigned a weight determined by the cell he belonged in. The weight for each cell was based on the ratio between the number of respondents in the cell and the total population in that cell. Table 1-5 shows the weights given each of the 15 cells. This weighting technique assumed that the respondents in each cell were representative of all students in that cell, an assumption which shall be examined in detail in Chapter II.

Graduates and Non-Graduates

If the technique for reconstituting the sample was accurate and did represent the known population, we could expect that the proportion of students who had indicated that they graduated from high school would be comparable to the actual graduate rates. Table 1-6 compares the sample

TABLE 1-4

RESPONSE RATE* BY CELL

<u>Type of High School</u>	<u>High School Academic Average</u>					Total
	85%+	80-84.9%	75-79.9%	70-74.9%	< 70%	
Public Academic	(.501) 814	(.421) 710	(.370) 691	(.302) 833	(.416) 535	(.388) 3,583
Public Vocational	(.405) 117	(.404) 202	(.376) 298	(.357) 287	(.345) 226	(.372) 1,130
Non-Public	(.492) 492	(.420) 304	(.412) 279	(.361) 175	(.590) 62	(.438) 1,312
Total	(.488) 1,423	(.418) 1,216	(.380) 1,268	(.320) 1,295	(.402) 823	(.395) 6,025

*Response ratios are included in parentheses.

TABLE 1-5
UNADJUSTED WEIGHTING FACTORS
FOR RESPONDENTS IN EACH CELL

Type of High School	High School Academic Average				
	85%+	80-84.9%	75-79.9%	70-74.9%	<70%
Public Academic	10.132	8.580	11.516	11.918	28.949
Public Vocational	3.675	4.668	5.768	6.888	8.252
Non-Public	12.487	20.493	20.774	16.628	10.145

TABLE 1-6
REPORTED (SAMPLE) AND ACTUAL (POPULATION)
GRADUATION RATES

<u>Type of School</u>	<u>Graduates and Non-Graduates</u>		
	<u>Did Not Graduate</u>	<u>Graduate</u>	<u>Total</u>
<u>Public Academic</u>			
Population	11,082	36,632	47,714
Sample	<u>(2,739)</u>	<u>44,975</u>	
Difference	-8,343	+8,343	
<u>Public Vocational</u>			
Population	745	6,189	6,934
Sample	<u>(536)</u>	<u>6,398</u>	
Difference	-209	+209	
<u>Non-Public</u>			
Population	67	21,642	21,709
Sample	<u>71</u>	<u>21,638</u>	
Difference	+4	-4	
<u>Total</u>			
Population	11,894	64,463	76,357
Sample	<u>(3,346)</u>	<u>73,011</u>	
Difference	-8,548	+8,548	

estimates with known graduation rates. It is apparent that the total number of graduates was over-represented by 8,548 and under-represented the non-graduates by the same figure, with the largest overestimation occurring in public academic high schools. Both public vocational and non-public high school data reasonably approximated known parameters.

It was then decided to reduce the estimated number of graduates in public academic high schools to better approximate the known population*. A correction factor was derived for each cell by assuming that the reported number of non-graduates in each cell was proportional to the actual number of non-graduates in the population. This method eliminates the non-graduates from the study, and reduces the number of graduates. The correction factors used are listed in Table 1-7.

The procedure employed reduced the graduate estimate for public academic high schools to 36,646 compared to the known figure of 36,632. This reduction then estimated the graduate sample to be 64,682 against an actual population of 64,463. Using these correction factors, we now refer only to the responses of 5,824 high school graduates who were weighted to approximate the 64,463 graduates in the population. The following chapters are based on the study of this weighted sample of New York City high school graduates.

* The request for comparability of data with last year's study necessitated that the basis for reconstituting the sample follow the same procedures as last year. This rationale resulted in following methods that might have been improved.

TABLE 1-7
ADJUSTMENT FACTORS USED TO REDUCE
THE NUMBER OF GRADUATES

<u>Type of High School</u>	<u>High School Academic Average</u>				
	85%+	80-84.9%	75-79.9%	70-74.9%	< 70%
Public Academic	.993	.981	.954	.887	.494
Public Vocational	1.000	1.000	1.000	1.000	1.000
Non-Public	1.000	1.000	1.000	1.000	1.000

Chapter II

A Comparision of the Weighted
Sample and the Population

Various techniques and assumptions were employed in Chapter I so that the sample estimate would approximate known graduation rates for all New York City high school graduates. This chapter will attempt to examine the possible biases, if any, that these techniques and assumptions might have had on further data in the study and attempt to estimate the magnitude and direction of these biases.

One of the first assumptions occurred when we used the 6,025 responses to represent the population. It was feasible that the sample was not representative at this point. We know that non-graduates were less likely to respond than graduates, that respondents were different for each grade category and it was also possible that we might have sampled more students presently enrolled in New York City institutions than anywhere else.

Another source of bias might have occurred through the use of a correction factor for public academic high schools. In addition to assuming that the number of self-reported non-graduates was proportional to the number of non-graduates in the population, this correction technique significantly reduced the number of graduates with averages of less than 70% at a much greater rate than any other category. The magnitude and direction of these possible biases can fortunately be checked against known population data.

Diploma Distribution of Graduates

Information provided by the Board of Education, Office of High Schools, enabled us to compare the diploma distribution estimates against the population figures for public academic and public vocational high schools.

Table 2-1 displays discrepancies between diploma received and the study's estimates. For public academic schools, the discrepancy between sample estimates and population data was relatively small, but we did overestimate the number of academic diplomas distributed and underestimated the number of general diplomas received. It seems possible that those people who received general diplomas in public academic schools believed that they had actually earned an academic diploma. If this was so, it is possible that the stated discrepancy was due to student confusion. The same rationale does not seem to apply for public vocational high schools, where we also overestimated the number of academic diplomas. While approximately 10% of all vocational high school students received a regents diploma* in addition to their regular diploma, this was not sufficient to explain the large proportion of students stating that they had received an academic or general diploma. No population data were available to check the distribution by diploma category for non-public high schools.

Comparison of CUNY Enrollments

While the data provided by the Board of Education were limited, other sources of data furnished by the CUNY Office of Data Collection and Evaluation enabled us to analyze a small sub-section of our sample. This group was composed of the first-time freshmen attending CUNY, and data were available on the ethnic distribution, grade distribution and type of CUNY college attending.

Enrollment

Table 2-2 shows that while the sample estimate approximated the population figures for total CUNY enrollment, the component institutions

*Data supplied by Board of Education, Office of High Schools.

TABLE 2-1

DISTRIBUTION OF DIPLOMAS IN THE
POPULATION* AND THE SAMPLE ESTIMATES
FOR THE JUNE 1971 GRADUATES

TYPE OF HIGH SCHOOL	TYPE OF DIPLOMA				Total Percent
	Academic	General	Vocational, Technical, Commercial	Certificate	
Public Academic					
Population	50.3	39.0	9.8	0.9	100.0
Sample	61.0	28.7	10.1	0.2	100.0
Public Vocational					
Population	-	-	86.0	14.0	100.0
Sample	17.3	3.7	76.1	2.8	100.0
Non-Public					
Population	-	-	-	-	-
Sample	91.6	3.1	5.2	0.1	100.0
Total					
Population	-	-	-	-	-
Sample	66.9	17.7	15.0	0.4	100.0

*Source: Board of Education, Office of High Schools.

TABLE 2-2

COMPARISON OF CUNY ENROLLMENTS* FOR
FIRST-TIME FRESHMEN WITH SAMPLE ESTIMATES

	<u>TYPE OF CUNY COLLEGE</u>		
	<u>2-Year</u>	<u>4-Year</u>	<u>Total</u>
Population	15,850 (48.7)	16,689 (51.3)	32,539 (100.0)
Sample	12,303 (37.6)	20,405 (62.4)	32,708 (100.0)
Difference	-3,547	+3,716	+169

*Source: The City University of New York, Office of Data
Collection and Evaluation.

showed large discrepancies. We seriously overestimated the four-year college enrollment by 22.3% and underestimated the two-year college attendance by 22.4%.

Ethnic Identification

For all institutions of CUNY, we can see from Table 2-3 that we were close to the actual population of Puerto Ricans and Whites, but underestimated by 7.8% the number of Blacks and overestimated the "Others" category by 4.3%. In examining the distinction between the two-and four-year colleges we find the same trend, with the greatest fluctuation occurring for Blacks. In four-year colleges, Blacks should have represented 17.4% of the population and we showed only 12.3%; for the two-year college the underestimation was greater, 25.1% in the population to 14.6% in the sample, an underestimation of 10.5%.

Grade Distribution

The grade distribution for two-and four-year colleges is shown in Table 2-4. The largest discrepancy in both the two-and four-year colleges occurred in the less than 70% category. For the four-year colleges we underestimated this category by 2.4%, but by 14.9% for the two-year colleges. In the two-year colleges we also overestimated the number of students with averages greater than 75%. While the population sources showed we should have approximated a figure close to 33.0%, we indicated an estimate of 44.6%, a difference of 11.6%.

Conclusions

In matching various population sources with sample estimates we found that certain biases were evident. We underestimated the population of

TABLE 2-3
COMPARISON OF THE ETHNIC POPULATION*
OF CUNY FIRST-TIME FRESHMEN WITH
THE SAMPLE ESTIMATES

TYPE OF COLLEGE	Puerto Rican	ETHNIC IDENTIFICATION			Total Percent
		Black	White	Others (does not include No Answers)	
CUNY <u>Four-Year</u>					
Population	7.0	17.4	71.8	3.9	100.0
Sample	8.6	12.3	70.2	8.8	100.0
CUNY <u>Two-Year</u>					
Population	10.4	25.1	60.9	3.6	100.0
Sample	10.6	14.6	68.2	6.6	100.0
Total					
Population	8.6	21.0	66.7	3.7	100.0
Sample	9.4	13.2	69.5	8.0	100.0

*Source: The City University of New York, Office of
Data Collection and Evaluation.

TABLE 2-4

COMPARISON OF THE GRADE DISTRIBUTION OF CUNY*
FIRST-TIME FRESHMEN WITH THE SAMPLE ESTIMATES

<u>HIGH SCHOOL GRADE AVERAGE</u>				
<u>TYPE OF COLLEGE</u>	<u>80%+</u>	<u>70-79%</u>	<u><70%</u>	<u>Total Percent</u>
<u>CUNY Four-Year</u>				
Population	57.1	35.8	7.1	100.0
Sample	57.6	37.7	4.7	100.0
<u>CUNY Two-Year</u>				
	<u>75%+</u>	<u>70-74.9%</u>	<u><70%</u>	
Population	33.0	30.6	36.3	100.0
Sample	44.6	34.0	21.4	100.0

*Source: The City University of New York, Office of Data Collection and Evaluation.

Blacks, underestimated the number of graduates in the 70% and under category, and underestimated the enrollment in the two-year colleges. In addition we also overestimated the number of academic diplomas received and overestimated the enrollment in the four-year colleges.

It is possible that some of these discrepancies resulted from respondent bias--specifically, that there was a low probability of obtaining a reply from a person who was attending a two-year college, who had a low average and who was Black. This possible response bias brings into question the weighting technique and suggests that the correction factor which substantially reduced the proportion of students with averages of under 70% also reduced the number of Blacks and the two-year college enrollment.

While the presence of these biases will affect the data presented and necessitates using caution when making inferences from the characteristics of New York City high school graduates, we feel that reasonably valid generalizations can be made about associations among the variables.

Chapter III

Characteristics of the New York City

High School Graduate

We can proceed to examine the characteristics of the New York City high school graduate, now that we have checked our sample estimates and determined their biases. The variables related here were tabulated for the type of high school attended and the college admissions average received by sex, type of diploma received, ethnic identification and parental income.

Type of High School by College Admissions Average

Compared to last year, as seen in Table 3-1, the percentage of high school graduates from public academic schools decreased by 4.2%, while both public vocational and non-public schools showed an increase in the number of graduates, 1.8% and 2.3% respectively. Associated with these changes, we noticed that the proportion of public academic graduates decreased from last year in each grade category. Table 3-2 indicates the breakdown by college admissions averages within each category of high school. We found that the aggregates for all high schools are consistent with last year and saw only slight variations for each admissions average category within the different high schools. The greatest fluctuation occurred in public vocational high schools in the 70-74.9% and under 70% categories, a 3.6% decrease and a 4.6% increase respectively. The 24.4% of graduates in the under 70% category for public vocational schools and the 17.9% in that category for public academic schools were sharply contrasted with the low percentage in that category for non-public schools (2.8%).

TABLE 3-1
ESTIMATES OF THE TYPE OF HIGH SCHOOL
ATTENDED BY COLLEGE ADMISSIONS
AVERAGE

TYPE OF HIGH SCHOOL ATTENDED	COLLEGE ADMISSIONS AVERAGE					Total
	85% and Over	80-84.9%	75-79.9%	70-74.9%	Less Than 70%	
Public Academic						
1971	55.5	45.3	50.1	64.4	75.1	56.6
1970	(58.2)	(50.5)	(54.4)	(67.3)	(81.5)	(60.8)
Public Vocational						
1971	2.9	7.1	11.1	13.8	17.9	9.9
1970	(2.3)	(5.6)	(9.8)	(12.7)	(12.0)	(8.1)
Non-Public						
1971	41.6	47.6	38.7	21.8	7.0	33.4
1970	(39.4)	(43.9)	(35.7)	(20.0)	(6.5)	(31.1)
1971 Total Percent Estimated N	100.0 14,723	100.0 13,084	100.0 14,907	100.0 13,250	100.0 8,718	100.0 64,682
1970 Total Percent Estimated N	(100.0) (15,506)	(100.0) (13,898)	(100.0) (15,508)	(100.0) (14,018)	(100.0) (9,172)	(100.0) (68,102)

TABLE 3-2

ESTIMATES OF COLLEGE ADMISSIONS
AVERAGE BY THE TYPE OF
HIGH SCHOOL ATTENDED

COLLEGE ADMISSIONS AVERAGE	TYPE OF HIGH SCHOOL ATTENDED					
	Public Academic		Public Vocational		Non-Public	
	<u>1971</u>	<u>1970</u>	<u>1971</u>	<u>1970</u>	<u>1971</u>	<u>1970</u>
85% and Over	22.3	(21.8)	6.6	(6.4)	28.3	(28.9)
80-84.9%	16.2	(16.9)	14.5	(14.1)	28.8	(20.8)
75-79.9%	20.4	(20.3)	26.0	(27.5)	26.7	(26.2)
70-74.9%	23.3	(22.8)	28.5	(32.1)	13.4	(13.2)
Less Than 70%	17.9	(18.1)	24.4	(19.8)	2.8	(2.8)
Total Percent Estimated N	100.0 36,646	(100.0) (41,403)	100.0 6,398	(100.0) (5,532)	100.0 21,638	(100.0) (21,167)
					100.0 64,682	(100.0) (68,102)

Again, as last year, over 57% of all non-public high school graduates had averages of 80% or greater compared to only 38% for public academic and 20% for public vocational schools.

Type of High School
by Sex and Average

Table 3-3 shows major changes in the sex distribution of high school graduates. In all three categories of schools, the proportion of women graduates increased, a 23.8% increase in non-public schools, a 6.0% increase in public vocational schools and a 5.3% increase in public academic schools. It was not evident if these increases reflected actual changes in the population or if they could be attributed to the biases mentioned in Chapter II. The corresponding low proportion of male graduates may, in part, reflect the underestimates of graduates with low averages and two-year enrollments.

When we examined the sex distribution by college admissions average for public academic high schools -- Table 3-4 -- the proportion of women with averages above 75% increased but decreased in the lower averages, while the males showed exactly the opposite trend. Females, therefore, indicated that 41.2% had admissions averages of 80% and above, an increase of 3.1% from last year, while males had 34.7% in the same category, a decrease of 5.1% from last year. For the 75% and under categories, males increased by 5.1%, from 40.9% last year to 46.0%, and females decreased by 3.4%, from 40.8% last year to 37.5%. For public vocational high schools, Table 3-5, there was an increased proportion having averages below 70%, a 4.2% increase from last year for males and a 5.6% increase for females, and a decrease for both sexes in the 70-74.9% and 75-79.9% categories. For males

TABLE 3-3

ESTIMATES OF SEX DISTRIBUTION
BY THE TYPE OF HIGH SCHOOL ATTENDED

SEX DISTRIBUTION	TYPE OF HIGH SCHOOL ATTENDED			
	Public Academic 1971	Public Academic 1970	Public Vocational 1971	Public Vocational 1970
Male	42.4	(46.4)	44.2	(49.5)
			15.8	(38.9)
Female	57.2	(51.9)	55.6	(49.6)
			83.9	(60.1)
No Answer	0.4	(1.7)	0.1	(0.9)
			0.2	(0.9)
Total Percent Estimated N	100.0 36,646	(100.0) (41,403)	100.0 6,398	(100.0) (5,532)
			100.0 21,638	(100.0) (21,167)

TABLE 3-4

ESTIMATES OF COLLEGE ADMISSIONS AVERAGE FOR
PUBLIC ACADEMIC HIGH SCHOOL GRADUATES
 BY SEX DISTRIBUTION

COLLEGE ADMISSIONS AVERAGE	Male		Female		SEX DISTRIBUTION No Answer		Total	
	1971	1970	1971	1970	1971	1970	1971	1970
85% and Over	19.7	(22.2)	24.2	(21.7)	25.6	(16.5)	22.3	(21.8)
80-84.9%	15.0	(17.6)	17.0	(16.4)	26.7	(16.4)	16.2	(17.0)
75-79.9%	19.3	(19.4)	21.3	(21.1)	7.0	(25.8)	20.4	(20.4)
70-74.9%	25.0	(21.3)	22.0	(23.9)	13.4	(29.8)	23.3	(22.8)
Less Than 70%	21.0	(19.6)	15.5	(16.9)	27.3	(11.5)	17.9	(18.1)
Total Percent Estimated N	100.0 15,532	(100.0) (19,224)	100.0 20,957	(100.0) (21,479)	100.0 157	(100.0) (700)	100.0 36,646	(100.0) (41,403)

TABLE 3-5
ESTIMATES OF COLLEGE ADMISSIONS AVERAGE FOR
PUBLIC VOCATIONAL HIGH SCHOOL GRADUATES
BY SEX DISTRIBUTION

COLLEGE ADMISSIONS AVERAGE	Male		SEX DISTRIBUTION				Total	
	1971	1970	Female		No Answer		1971	1970
			1971	1970	1971	1970		
85% and Over	3.6	(4.5)	8.9	(8.5)	38.9	-	6.6	(6.4)
80-84.9%	14.3	(10.7)	14.7	(17.5)	-	(15.8)	14.5	(14.1)
75-79.9%	26.5	(26.8)	25.4	(28.3)	61.1	(24.5)	26.0	(27.5)
70-74.9%	27.2	(33.9)	29.6	(30.0)	-	(48.9)	28.5	(32.1)
Less Than 70%	28.3	(24.1)	21.3	(15.7)	-	(10.7)	24.4	(19.8)
Total Percent	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)
Estimated N	2,831	(2,737)	3,558	(2,747)	9	(48)	6,398	(5,532)

the percentage having 85% and over decreased, from 4.5% last year to 3.6%, but remained stable for females (a 0.4% increase from last year). Males showed a 3.6% increase from last year in the 80-84.9% category, while females had a 2.8% decrease.

Non-public schools, as related in Table 3-6, remained relatively stable in all categories, with the largest fluctuation, a 2.3% decrease, occurring for males in the above 85% category.

Type of High School
by Diploma and Average

The distribution of diplomas for high schools, as shown in Table 3-7, indicated that non-public schools distributed basically one form of diploma, academic. Both public vocational and public academic schools showed, as last year, a greater percentage of one form of diploma, vocational or academic respectively. It must be remembered that for the public academic schools the proportion of academic diplomas was overestimated, and that the same was true for academic and general diplomas in public vocational schools. So that, while the public academic school had similar percentages for both years, it was probable that the academic diplomas were not as frequent as reported here.

The type of diploma received by college admissions average for public academic high schools is examined in Table 3-8. The proportion of academic diplomas and general diplomas by average remain relatively stable, yet some interesting changes occur for the other diploma types. Technical diplomas received showed a drop in the high grades, a 5.9% decrease from last year in the 85% and over category, and a 5.4% decrease in the 80-84.9% category, while increasing in the lower averages with the exception of the under 70%

TABLE 3-6
ESTIMATES OF COLLEGE ADMISSIONS AVERAGE FOR
NON-PUBLIC HIGH SCHOOL GRADUATES
BY SEX DISTRIBUTION

COLLEGE ADMISSIONS AVERAGE	SEX DISTRIBUTION					
	Male		Female		No Answer	
	1971	1970	1971	1970	1971	1970
85% and Over	25.1	(27.4)	29.0	(29.9)	-	(24.8)
80-84.9%	25.7	(25.4)	29.4	(31.0)	-	(32.8)
75-79.9%	30.3	(30.1)	25.8	(23.9)	100.0	(9.9)
70-74.9%	16.0	(14.2)	12.9	(12.3)	-	(32.6)
Less Than 70%	3.0	(3.0)	2.8	(2.8)	-	-
Total Percent	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)
Estimated N	3,432	(8,244)	18,165	(12,719)	41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)
					41	(204)
					21,638	(21,167)
					2.8	(2.8)
					26.7	(26.2)
					13.4	(13.2)
					28.8	(28.8)
					28.3	(28.9)
					100.0	(9.9)
					100.0	(100.0)
					18,165	(12,719)

TABLE 3-7
ESTIMATES OF THE TYPE OF DIPLOMA RECEIVED
BY THE TYPE OF HIGH SCHOOL ATTENDED

TYPE OF DIPLOMA RECEIVED	TYPE OF HIGH SCHOOL ATTENDED					
	Public Academic 1971	Public Academic 1970	Public Vocational 1971	Public Vocational 1970	Non-Public 1971	Non-Public 1970
Academic	61.0	(60.6)	17.3	(5.4)	91.6	(90.5)
Technical	1.9	(2.5)	6.8	(10.1)	-	-
General	28.7	(29.5)	3.7	(2.4)	3.1	(3.3)
Vocational	0.3	(0.4)	50.1	(66.0)	-	-
Commercial	7.9	(6.7)	19.3	(15.0)	5.2	(6.0)
Certificate	0.2	(0.3)	2.8	(1.1)	0.1	(0.1)
Total Percent	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)
Estimated N	36,646	(41,358)	6,398	(5,509)	21,638	(21,136)

TABLE 3-8

ESTIMATES OF COLLEGE ADMISSIONS AVERAGE FOR
PUBLIC ACADEMIC HIGH SCHOOL GRADUATES
BY THE TYPE OF DIPLOMA RECEIVED

COLLEGE ADMISSIONS AVERAGE	TYPE OF DIPLOMA RECEIVED						
	Academic	Technical	General	Vocational	Commercial	Certificate	Total
85% and Over							
1971	34.7	22.1	1.0	-	5.9	-	22.3
1970	(34.4)	(28.0)	(0.4)	-	(2.5)	-	(21.8)
80-84.9%							
1971	22.6	18.5	3.7	8.3	11.9	10.1	16.2
1970	(24.1)	(23.9)	(3.0)	(8.2)	(11.7)	(5.0)	(17.0)
75-79.9%							
1971	21.8	28.9	15.3	-	27.2	-	20.4
1970	(22.3)	(24.4)	(15.2)	(10.5)	(24.7)	(13.0)	(20.4)
70-74.9%							
1971	16.3	26.3	35.5	20.9	31.3	38.2	23.3
1970	(15.4)	(17.8)	(36.8)	(29.8)	(30.0)	(18.4)	(22.8)
Less Than 70%							
1971	4.6	4.2	44.5	70.8	23.6	51.7	17.9
1970	(3.8)	(5.8)	(44.5)	(51.5)	(31.0)	(63.6)	(18.0)
1971							
Total Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Estimated N	22,341	683	10,535	101	2,903	83	36,646
1970							
Total Percent	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)
Estimated N	(25,045)	(1,042)	(12,204)	(156)	(2,785)	(126)	(41,358)

category. Vocational diplomas holders showed a large increase, from 51.5% last year to 70.8% this year in the under 70% category, and corresponding decreases in the 75-79.9% and 70-74.9% categories. More commercial diplomas were awarded to each admissions average category than last year with the exception of the under 70% group, which exhibited a 7.4% decrease. As for certificates the proportion of graduates receiving them changed in the under 70% category from 63.6% to 51.7%, and increased from 5.0% to 10.1% in 80-84.9% category and from 18.4% to 38.2% in the 70-74.9% category. It was evident that the higher the average the greater the proportion of students receiving an academic diploma (57.3% with averages above 80%) and that the diploma types having large percentages in the under 70% category were general with 44.5%, certificate with 51.7% and vocational with 70.8%.

As last year, comparisons of diploma and grade distribution were not of much value in the public vocational and non-public schools since the large proportion of students earned only one type of diploma, but Tables 3-9 and 3-10 are included for reference.

Type of High School
by Ethnic Identification and Average

Table 3-11 shows the ethnic breakdown for public academic high schools by college admissions average. While the marginals were consistent with last year, the proportion of students with averages above 85% increased for all ethnic groups, an increase that, with the exception of Whites, was matched by a decrease in the under 70% category. Data for Puerto Rican graduates showed that 24.9% had averages above 80%, an increase of 8.5% from last year, and that the number of students with averages of under 75% decreased to 51.1% from 59.8% last year. Latin American students showed a marked increase in the number of graduates with averages above 80%, a 13.0% increase from last

TABLE 3-9

ESTIMATES OF COLLEGE ADMISSIONS AVERAGE FOR
PUBLIC VOCATIONAL HIGH SCHOOL GRADUATES
BY THE TYPE OF DIPLOMA RECEIVED

COLLEGE ADMISSIONS AVERAGE		TYPE OF DIPLOMA RECEIVED						
		Academic	Technical	General	Vocational	Commercial	Certificate	Total
85% and Over	1971	15.2	9.3	-	2.9	9.8	-	6.6
	1970	(18.1)	(11.0)	(2.6)	(3.6)	(12.2)	-	(6.4)
80-84.9%	1971	23.1	22.6	13.9	9.2	20.0	-	14.5
	1970	(21.8)	(9.7)	(8.8)	(12.7)	(21.8)	(13.1)	(14.2)
75-79.9%	1971	23.9	26.6	17.2	25.7	32.3	9.5	26.0
	1970	(22.5)	(32.2)	(21.1)	(27.3)	(31.1)	-	(27.6)
70-74.9%	1971	23.6	22.3	23.4	34.4	21.8	22.6	28.5
	1970	(23.7)	(26.5)	(36.0)	(34.4)	(29.2)	(16.1)	(32.1)
Less Than 70%	1971	14.1	19.1	45.6	27.8	16.0	67.8	24.4
	1970	(13.9)	(20.6)	(31.6)	(22.0)	(5.6)	(70.8)	(19.7)
Total Percent Estimated N	1971	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Estimated N	1,110	433	236	3,204	1,233	182	6,398
Total Percent Estimated N	1970	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Estimated N	(300)	(554)	(132)	(3,636)	(828)	(59)	(5,509)

ESTIMATES OF COLLEGE ADMISSIONS AVERAGE
FOR NON-PUBLIC HIGH SCHOOL GRADUATES
BY THE TYPE OF DIPLOMA RECEIVED

TABLE 3-10

COLLEGE ADMISSIONS AVERAGE		Academic	Technical	General	TYPE OF DIPLOMA RECEIVED				Certificate	Total
					Vocational	Commercial				
85% and Over										
1971		30.6	-	1.9	-	4.4	-	-	-	28.3
1970		(30.3)	-	(12.9)	-	(16.8)	-	-	-	(28.9)
80-84.9%										
1971		29.8	-	30.5	-	10.9	-	-	-	28.8
1970		(29.3)	-	(18.9)	-	(27.7)	-	(64.7)	-	(28.9)
75-79.9%										
1971		25.6	-	27.8	-	46.0	-	-	-	26.7
1970		(25.3)	-	(37.0)	-	(33.4)	-	-	-	(26.1)
70-74.9%										
1971		11.6	-	32.2	-	32.4	-	100.0	-	13.4
1970		(12.8)	-	(21.5)	-	(15.7)	-	-	-	(13.3)
Less Than 70%										
1971		2.4	-	7.6	-	6.3	-	-	-	2.8
1970		(2.3)	-	(9.7)	100.0	(6.5)	-	(35.3)	-	(2.8)
Total Percent Estimated N	1971	100.0	-	100.0	-	100.0	-	100.0	17	100.0
		19,821	-	671	-	1,129	-	21,638	-	
Total Percent Estimated N	1970	(100.0)	-	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(26)	(100.0)
		(19,130)	-	(707)	(4)	(1,269)	-	(21,136)	-	

TABLE 3-11

ESTIMATES OF COLLEGE ADMISSIONS AVERAGE FOR
PUBLIC ACADEMIC HIGH SCHOOL GRADUATES
BY ETHNIC IDENTIFICATION

COLLEGE ADMISSIONS AVERAGE	Puerto Rican	Latin American	ETHNIC IDENTIFICATION			No Answer	Total
			Black	White	Oriental and Other		
85% and Over							
1971	10.6	18.2	6.4	26.6	36.2	20.0	22.3
1970	(5.9)	(3.9)	(4.2)	(26.3)	(29.9)	(23.4)	(21.8)
80-84.9%							
1971	14.3	18.2	9.6	17.5	20.4	16.7	16.2
1970	(10.5)	(19.5)	(8.5)	(18.7)	(19.8)	(17.8)	(16.9)
75-79.9%							
1971	24.0	23.7	19.3	20.6	15.6	13.1	20.4
1970	(23.7)	(28.1)	(16.4)	(20.6)	(20.0)	(20.3)	(20.4)
70-74.9%							
1971	29.5	23.8	32.0	21.2	15.0	18.9	23.3
1970	(35.6)	(25.5)	(31.8)	(20.6)	(17.1)	(20.0)	(22.8)
Less Than 70%							
1971	21.6	16.1	32.7	14.0	12.6	31.3	17.9
1970	(24.2)	(23.0)	(39.0)	(13.8)	(13.2)	(18.4)	(18.1)
1971							
Total Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Estimated N	3,117	1,157	5,855	23,627	2,387	503	36,646
1970							
Total Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Estimated N	(2,736)	(788)	(4,943)	(27,094)	(2,133)	(3,709)	(41,403)

year, and a general decrease in all other average groups. Black graduates, while under-represented, showed 64.7% with averages below 75%, a decrease, however, of 6.1% from last year. Sixteen percent of Black students had averages above 80% compared to the 12.7% last year. White students remained stable in their distribution by grade category, but the "Oriental and Other" category showed the same trends as Black, Puerto Rican and Latin American graduates, an increase in the higher averages and a decrease in the lower averages. Ethnic groups in public vocational high schools, Table 3-12, did not show as consistent a change as the public academic schools, but some trends did appear. The percentage of students with averages under 70% increased to 24.4% from 19.8% last year, a trend that held for each ethnic group except "Oriental and Other." Puerto Rican, Latin American and Black graduates showed decreases in the number of students with averages above 85%, of 1.3%, 14.0% and 0.2% respectively, and showed increases in the percentage of students with averages below 70%, an increase of 10.0% for Puerto Ricans, 16.9% for Latin Americans and 6.8% for Blacks.

As for non-public high school graduates, in Table 3-13, there were no changes in the total column, but there were some interesting changes internally. Latin American graduates showed a 13.0% decrease from last year in the over 85% category but a 17.1% increase in the 80-84.9% category, and Black respondents showed a decrease of 2.4% from last year in the over 85% category and a decrease of 5.3% from last year in the 80-84.9% category. For the low average categories both ethnic groups showed larger proportions than last year, with the greatest change occurring in the 70-74.9% category, 15.9% this year from 9.8% last year for Latin Americans and 33.5% this year from 24.0% last year for Blacks. Both Puerto Rican and White respondents showed similar patterns as last year, with 44.1% of Puerto Ricans and with 59.1% of White graduates having an average above 80%. "Oriental and Other" had 75.4%, a 4.4% increase from last year, of their

TABLE 3-12

ESTIMATES OF COLLEGE ADMISSIONS AVERAGE FOR
PUBLIC VOCATIONAL HIGH SCHOOL GRADUATES
BY ETHNIC IDENTIFICATION

COLLEGE ADMISSIONS AVERAGE	Puerto Rican	Latin American	ETHNIC IDENTIFICATION			No Answer	Total
			Black	White	Oriental and Other		
85% and Over							
1971	6.8	3.8	3.1	8.7	14.0	21.6	6.6
1970	(8.1)	(17.8)	(3.3)	(8.3)	(12.8)	(3.1)	(6.4)
80-84.9%							
1971	16.3	21.9	9.6	15.3	24.6	-	14.5
1970	(20.0)	(20.2)	(10.8)	(14.3)	(10.9)	(9.8)	(14.1)
75-79.9%							
1971	30.2	24.0	20.6	26.6	27.0	33.9	26.0
1970	(30.2)	(24.3)	(24.2)	(30.4)	(30.1)	(24.6)	(27.5)
70-74.9%							
1971	24.0	28.7	34.1	29.2	22.2	20.2	28.5
1970	(28.8)	(33.2)	(36.0)	(27.0)	(33.7)	(39.8)	(32.1)
Less Than 70%							
1971	22.8	21.5	32.6	20.3	12.1	24.2	24.4
1970	(12.8)	(4.6)	(25.8)	(20.1)	(12.3)	(22.8)	(19.8)
Total Percent Estimated N	100.0 2,065	100.0 192	100.0 1,900	100.0 1,866	100.0 341	100.0 34	100.0 6,398
1971							
Total Percent Estimated N	100.0 (1,379)	100.0 (114)	100.0 (1,855)	100.0 (1,424)	100.0 (211)	100.0 (548)	100.0 (5,532)
1970							

TABLE 3-13

ESTIMATES OF COLLEGE ADMISSIONS AVERAGE FOR
NON-PUBLIC HIGH SCHOOL GRADUATES
BY ETHNIC IDENTIFICATION

COLLEGE ADMISSIONS AVERAGE		ETHNIC IDENTIFICATION					No Answer	Total
		Puerto Rican	Latin American	Black	White	Oriental and Other		
85% and Over	1971	15.4	15.0	10.4	30.1	45.6	5.8	28.3
	1970	(15.2)	(28.0)	(12.8)	(29.9)	(36.2)	(30.4)	(28.9)
80-84.9%	1971	28.7	34.4	19.4	29.	31.8	28.6	28.8
	1970	(30.1)	(17.3)	(24.7)	(29.2)	(34.8)	(26.6)	(28.8)
75-79.9%	1971	34.2	29.9	24.6	26.1	16.1	57.9	26.7
	1970	(33.3)	(41.7)	(29.8)	(26.3)	(15.0)	(22.2)	(26.2)
70-74.9%	1971	19.2	15.9	33.5	12.3	6.4	7.7	13.4
	1970	(20.0)	(9.8)	(24.0)	(12.1)	(11.3)	(17.4)	(13.2)
Less Than 70%	1971	2.5	4.9	12.0	2.4	2.0	-	2.8
	1970	(1.4)	(3.1)	(8.6)	(2.5)	(2.7)	(3.3)	(2.8)
Total Percent Estimated N	1971	100.0	100.0	100.0	100.0	100.0	100.0	100.0
		1,215	417	843	18,433	515	215	21,638
Total Percent Estimated N	1970	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)
		(666)	(290)	(948)	(16,957)	(672)	(1,634)	(21,167)

graduates with averages over 80%.

For all three types of schools then, Blacks appear to have had lower averages than Puerto Ricans and, as last year, Latin Americans generally earned higher grades than Puerto Ricans or Blacks.

The proportion of students having college admissions averages of 80% and above or less than 70% are shown by ethnic breakdown in Table 3-14. Puerto Rican respondents exhibited an increase in the proportion of students with averages above 80%, .280 this year to .238 last year, as well as a smaller increase in the under 70% category, from .178 to .183 this year. This shift was matched by the Blacks' decreases in both categories, a .014 decrease to .307 this year in the under 70% category and a small .005 decrease to .166 this year in the 80% and above category.

White students maintained the same proportion for both years, .496, in the high grade category and showed a negligible .004 decrease to .094 this year in the low grade category. Latin American graduates had a .083 increase to .383 this year in the above 80% category and a small .024 decrease to .140 this year in the under 70% category. "Oriental and Other" also showed an increase in the high grade category but remained stable in the low grade category.

In trying to derive an estimate of the minimum number of students who will make up the potential college pool, we based Table 3-15 upon high college admissions average students. These students were included because they, rather than low average students, were more likely to meet the entrance requirements of private colleges. In analyzing this source of students by ethnic identification, each minority group showed an increase in the proportion of students with high grades, the largest increase (2.3%) occurring for Puerto Ricans. Blacks, a group seriously underestimated in the study, still showed

TABLE 3-14

ESTIMATES OF ETHNIC IDENTIFICATION BY PROPORTION
OF STUDENTS EARNING HIGH AND LOW GRADES

ETHNIC IDENTIFICATION	Proportion Earning 80% or Higher		Proportion Earning Under 70%	
	1971	1970	1971	1970
Puerto Rican	.280	(.238)	.183	(.178)
Latin American	.383	(.300)	.140	(.164)
Black	.166	(.161)	.307	(.321)
White	.496	(.496)	.094	(.098)
Oriental and Other	.578	(.527)	.108	(.108)
Total	.430	(.439)	.135	(.134)

TABLE 3-15

ESTIMATED NUMBER OF HIGH SCHOOL GRADUATES WITH
HIGH AVERAGES BY THE TYPE OF HIGH SCHOOL
ATTENDED AND ETHNIC IDENTIFICATION

COLLEGE ADMISSIONS AVERAGE AND TYPE OF HIGH SCHOOL ATTENDED		ETHNIC IDENTIFICATION				Oriental and Other	Total
		Puerto Rican	Latin American	Black	White		
85% and Over							
Public Academic	1971	332	211	372	6,288	865	8,068
	1970	(162)	(31)	(208)	(7,125)	(639)	(8,165)
Public Vocational	1971	140	7	59	162	48	416
	1970	(112)	(20)	(61)	(118)	(27)	(338)
Non-Public	1971	187	62	87	5,557	225	6,118
	1970	(101)	(81)	(122)	(5,075)	(243)	(5,622)
80-84.9%							
Public Academic	1971	446	210	564	4,133	488	5,841
	1970	(288)	(153)	(422)	(5,070)	(422)	(6,355)
Public Vocational	1971	336	42	182	285	84	929
	1970	(276)	(23)	(200)	(203)	(23)	(725)
Non-Public	1971	348	143	164	5,349	164	6,168
	1970	(201)	(50)	(234)	(4,951)	(234)	(5,670)
Total Percent Estimated N	1971	6.5	2.4	5.2	79.1	6.8	100.0
		1,789	675	1,428	21,774	1,874	27,540
Total Percent Estimated N	1970	(4.2)	(1.3)	(4.6)	(83.9)	(5.9)	(100.0)
		(1,140)	(358)	(1,247)	(22,542)	(1,588)	(26,875)

a slight increase of 0.6% from last year. White graduates, however, showed a decrease of 4.8% from last year. We would now estimate, as a minimum number, 5,766 non-Whites in the college pool compared to 4,323 last year. This number, while greater than last year, still represents a small population and, as stated last year, if schools wish to recruit increased numbers of minority groups, students with lower averages have to be considered.

Type of High School
by Parental Income and Average

In comparing income distribution by type of high schools, there were some changes from the proportions seen last year. With the exception of non-public schools, both public academic schools and public vocational schools showed slight increases in the percentage of students reporting incomes of under \$5,000 per year. Table 3-16 showed that for public academic schools, those students with incomes of under \$5,000 represented 17.8%, an increase of 3.3% from last year, and public vocational schools, in Table 3-17, reported 38.5% with under \$5,000, an increase of 1.1% from last year. Both schools, however, also reported increases in the over \$10,000 category. Public academic schools listed 42.6%, a 3.6% increase from last year, with incomes over \$10,000, and public vocational schools showed a 4.7% increase from 11.2% last year in this category. Non-public schools, in Table 3-18, still showed the smallest percentage of students in the under \$5,000 category, 9.0%, and now showed that 50.0% of all students reported incomes of over \$10,000, an increase of 7.6% from last year.

Looking at the estimate of reported income for college admissions average by public academic high schools, in Table 3-19, a definite relationship between income and grades is evident -- the higher the income, the higher

TABLE 3-16

ESTIMATES OF PARENTAL INCOME FOR
PUBLIC ACADEMIC HIGH SCHOOL GRADUATES
BY COLLEGE ADMISSIONS AVERAGE

PARENTAL INCOME	85% and Over		80-84.9%		COLLEGE ADMISSIONS AVERAGE				Less Than 70%		Total	
	1971	1970	1971	1970	75-79.9%	70-74.9%	1971	1970	1971	1970	1971	1970
Less Than \$3,700	5.3	(2.9)	6.4	(3.8)	9.0	(7.4)	9.9	(9.5)	12.7	(13.2)	8.6	(7.3)
\$3,700-\$4,999	5.4	(2.8)	7.0	(5.4)	10.3	(8.8)	10.9	(10.0)	12.7	(9.1)	9.2	(7.2)
\$5,000-\$7,499	10.1	(10.0)	13.5	(13.3)	13.2	(13.4)	17.1	(15.8)	16.2	(18.8)	14.0	(14.2)
\$7,500-\$9,999	16.9	(16.6)	18.8	(18.0)	19.0	(16.1)	17.5	(19.0)	19.6	(18.5)	18.2	(17.6)
\$10,000-\$12,499	18.2	(17.3)	15.9	(17.0)	15.0	(15.9)	12.9	(14.9)	13.5	(11.3)	15.1	(15.4)
\$12,500-\$14,999	15.3	(12.1)	11.8	(12.3)	11.3	(11.5)	10.4	(9.3)	9.8	(4.8)	11.8	(10.0)
\$15,000 and Over	24.5	(25.3)	19.5	(17.1)	14.4	(10.8)	11.8	(7.2)	8.1	(7.5)	15.7	(13.6)
No Answer	4.3	(13.0)	7.2	(13.0)	7.8	(16.0)	9.5	(14.4)	7.4	(16.7)	7.3	(14.6)
Total Percent	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)
Estimated N	8,169	(9,033)	5,926	(7,013)	7,470	(8,442)	8,531	(9,437)	6,550	(7,478)	36,646	(41,403)

TABLE 3-17

ESTIMATES OF PARENTAL INCOME FOR
PUBLIC VOCATIONAL HIGH SCHOOL GRADUATES
BY COLLEGE ADMISSIONS AVERAGE

PARENTAL INCOME	85% and Over 1971	85% and Over 1970	COLLEGE ADMISSIONS AVERAGE				Less Than 70% 1971	Less Than 70% 1970	Total 1971	Total 1970
			80-84.9%	75-79.9%	70-74.9%	65-69.9%				
	1971	1970	1971	1970	1971	1970	1971	1970	1971	1970
Less Than \$3,700	14.8	(16.2)	14.1	(17.2)	18.4	(15.9)	18.9	(18.4)	24.9	(15.6)
\$3,700-\$4,999	12.2	(20.0)	15.1	(23.2)	21.5	(21.1)	22.3	(19.5)	18.0	(20.4)
\$5,000-\$7,499	25.2	(22.8)	24.6	(22.2)	23.3	(22.4)	24.5	(18.7)	19.0	(19.9)
\$7,500-\$9,999	22.6	(21.0)	19.6	(11.3)	16.0	(12.8)	15.8	(15.5)	15.3	(15.6)
\$10,000-\$12,499	13.9	(3.8)	11.6	(7.4)	5.2	(7.0)	7.2	(5.1)	7.9	(6.2)
\$12,500-\$14,999	3.5	(1.9)	6.0	(3.9)	5.6	(4.7)	4.2	(4.5)	1.6	(0.9)
\$15,000 and Over	5.2	(2.8)	5.0	(1.5)	4.5	(1.3)	2.3	(2.1)	4.2	(0.5)
No Answer	2.6	(11.4)	4.0	(13.3)	5.6	(14.8)	4.9	(16.3)	9.0	(20.8)
Total Percent Estimated N	100.0 423	(100.0) (355)	100.0 929	(100.0) (780)	100.0 1,661	(100.0) (1,523)	100.0 1,825	(100.0) (1,777)	100.0 1,560	(100.0) (1,097)
									100.0 6,398	(100.0) (5,532)

TABLE 3-18

ESTIMATES OF PARENTAL INCOME FOR
NON-PUBLIC HIGH SCHOOL GRADUATES
BY COLLEGE ADMISSIONS AVERAGE

PARENTAL INCOME	85% and Over		80-84.9%		COLLEGE ADMISSIONS AVERAGE				Less Than 70%		Total	
	1971	1970	1971	1970	75-79.9%	70-74.9%	1971	1970	1971	1970	1971	1970
Less Than \$3,700	4.3	(2.2)	2.6	(2.2)	4.7	(4.7)	3.4	(3.7)	6.7	(9.2)	3.9	(3.2)
\$3,700-\$4,999	3.3	(3.1)	5.6	(5.8)	5.4	(8.0)	6.9	(7.4)	6.7	(9.9)	5.1	(5.9)
\$5,000-\$7,499	10.4	(13.2)	16.1	(14.8)	14.0	(12.7)	17.2	(14.6)	13.3	(16.0)	14.0	(13.8)
\$7,500-\$9,999	21.6	(23.3)	20.1	(25.2)	18.3	(19.6)	17.2	(28.8)	16.7	(26.8)	19.6	(23.4)
\$10,000-\$12,499	22.8	(23.5)	24.0	(19.7)	19.1	(21.8)	23.0	(14.2)	23.3	(15.3)	22.2	(20.5)
\$12,500-\$14,999	17.3	(10.8)	12.5	(12.3)	11.9	(10.5)	10.9	(9.8)	15.0	(8.4)	13.6	(11.0)
\$15,000 and Over	16.5	(14.7)	12.2	(10.1)	15.5	(9.1)	12.1	(8.1)	10.0	(9.9)	14.2	(10.9)
No Answer	3.9	(9.1)	6.9	(9.9)	11.2	(13.4)	9.2	(13.2)	8.3	(14.5)	7.5	(11.2)
Total Percent	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)
Estimated N	6,131	(6,118)	6,230	(6,106)	5,775	(5,543)	2,893	(2,803)	609	(597)	21,638	(21,167)

TABLE 3-19
ESTIMATES OF COLLEGE ADMISSIONS AVERAGE FOR
PUBLIC ACADEMIC HIGH SCHOOL GRADUATES
BY PARENTAL INCOME

COLLEGE ADMISSIONS AVERAGE		PARENTAL INCOME							No Answer	Total
		Less Than \$3,700	\$3,700- \$4,999	\$5,000- \$7,499	\$7,500- \$9,999	\$10,000- \$12,499	\$12,500- \$14,999	\$15,000 and Over		
85% and Over	1971 1970	13.7 (8.6)	13.1 (8.4)	16.1 (15.4)	20.6 (20.6)	26.9 (24.6)	28.8 (26.3)	34.7 (40.5)	13.2 (19.5)	22.3 (21.8)
80-84.9%	1971 1970	12.0 (8.8)	12.2 (12.5)	15.6 (15.9)	16.6 (17.2)	17.0 (18.8)	16.2 (20.7)	20.0 (21.3)	16.1 (15.1)	16.2 (16.9)
75-79.9%	1971 1970	21.2 (20.5)	22.7 (24.6)	19.3 (19.3)	21.2 (18.7)	20.2 (21.2)	19.6 (23.3)	18.7 (16.1)	21.8 (22.4)	20.4 (20.4)
70-74.9%	1971 1970	26.8 (29.6)	27.5 (31.4)	28.4 (25.4)	22.3 (24.5)	19.8 (22.2)	20.5 (21.0)	17.4 (12.1)	30.6 (22.4)	23.3 (22.8)
Less Than 70%	1971 1970	26.3 (32.4)	24.5 (22.7)	20.6 (24.0)	19.2 (19.0)	16.0 (13.3)	14.9 (8.7)	9.2 (10.0)	18.2 (20.6)	17.9 (18.1)
Total Percent Estimated N	1971 1970	100.0 3,157	100.0 3,384	100.0 5,130	100.0 6,684	100.0 5,338	100.0 4,324	100.0 3,765	100.0 2,664	100.0 36,646
Total Percent Estimated N	1970	(100.0) (3,037)	(100.0) (3,006)	(100.0) (5,859)	(100.0) (7,297)	(100.0) (6,356)	(100.0) (4,160)	(100.0) (5,642)	(100.0) (6,046)	(100.0) (41,403)

the grades. For example, 26.3% of the students with incomes of less than \$3,700 earned grades of less than 70%, while only 9.2% of the students with incomes over \$15,000 reported such averages. While this trend was the same as last year, there were noticeable differences. For those students with incomes under \$3,700, the 26.3% who had averages below 70% showed a 6.1% decrease from last year and the 13.7% who had averages above 85% showed a 5.1% increase from last year. The reported income levels of \$10,000 to \$12,499 and \$12,500 to \$14,999 showed increases in the proportion of students with averages above 85% and below 70%.

Table 3-20 does not show as regular a trend as public academic schools, but public vocational schools did show that each income level had a higher proportion of students with averages below 70% than with averages above 85%. For the high income category of \$15,000, there was a substantial increase in the low average category: last year only 6.1% of these students reported an average of less than 70% compared to 26.3% this year. Generally, the income level as reported in public vocational schools exhibited a less marked association with grade levels than in public academic schools.

Table 3-21 for non-public schools also shows a distribution not greatly affected by income, with at least 49.0% of students earning averages above 80% for all income levels. There was, however, a tendency for the high income groups to have slightly greater representation in the high average categories. For example, the \$3,700 level had 50.9% and the \$12,500 to \$14,999 had 62.8% with averages above 80%. As compared with last year's data, the under \$3,700 income level and the \$3,700 to \$4,999 level showed increases in the above 85% average group and decreases in the below 70% group.

TABLE 3-20
ESTIMATES OF COLLEGE ADMISSIONS AVERAGE FOR
PUBLIC VOCATIONAL HIGH SCHOOL GRADUATES
BY PARENTAL INCOME

COLLEGE ADMISSIONS AVERAGE		PARENTAL INCOME						No Answer	Total
		Less Than \$3,700	\$3,700- \$4,999	\$5,000- \$7,499	\$7,500- \$9,999	\$10,000- \$12,499	\$12,500- \$14,999	\$15,000 and Over	
85% and Over	1971 1970	5.1 (6.2)	4.2 (6.2)	7.3 (7.1)	8.9 (9.3)	11.6 (4.0)	5.6 (3.4)	8.8 (12.0)	3.0 (4.6) 6.6 (6.4)
80-84.9%	1971 1970	10.6 (14.4)	11.3 (15.8)	15.6 (15.1)	17.0 (11.0)	21.2 (17.2)	21.2 (15.4)	18.6 (13.6)	10.1 (11.7) 14.5 (14.1)
75-79.9%	1971 1970	24.8 (25.9)	28.9 (28.1)	26.4 (29.8)	24.8 (24.2)	17.0 (31.9)	35.0 (35.7)	29.9 (23.4)	24.9 (25.5) 26.9 (27.5)
70-74.9%	1971 1970	28.0 (35.1)	32.9 (30.3)	30.5 (29.0)	27.0 (34.2)	25.8 (26.8)	28.8 (40.3)	16.5 (44.8)	24.2 (32.5) 28.5 (32.1)
Less Than 70%	1971 1970	31.5 (18.4)	22.7 (19.6)	20.2 (19.1)	22.3 (21.4)	24.4 (20.1)	9.4 (5.2)	26.3 (6.1)	37.9 (25.8) 24.4 (19.8)
Total Percent Estimated N	1971 1970	100.0 1,231	100.0 1,236	100.0 1,467	100.0 1,072	100.0 507	100.0 264	100.0 251	100.0 370 100.0 6,398
Total Percent Estimated N	1970	(100.0) (932)	(100.0) (1,142)	(100.0) (1,145)	(100.0) (804)	(100.0) (336)	(100.0) (200)	(100.0) (85)	(100.0) (888) (100.0) (5,532)

TABLE 3-21
ESTIMATES OF COLLEGE ADMISSIONS AVERAGE FOR
NON-PUBLIC HIGH SCHOOL GRADUATES
BY PARENTAL INCOME

COLLEGE ADMISSIONS AVERAGE	Less Than \$3,700	\$3,700- \$4,999	\$5,000- \$7,499	\$7,500- \$9,999	PARENTAL INCOME				\$15,000 and Over	No Answer	Total
					\$10,000- \$12,499	\$12,500- \$14,999	\$15,000- \$17,499	\$17,500- \$20,000			
85% and Over											
1971	31.3	18.2	21.0	31.3	29.1	36.2	32.9	14.6	28.3		
1970	(19.2)	(15.3)	(27.7)	(28.8)	(33.1)	(28.4)	(39.0)	(23.6)	(28.9)		
80-84.9%											
1971	19.6	31.7	33.1	29.5	31.1	26.6	24.7	26.4	28.8		
1970	(19.5)	(28.0)	(30.9)	(31.0)	(27.7)	(32.4)	(26.8)	(25.5)	(28.8)		
75-79.9%											
1971	32.3	28.3	26.7	25.0	22.9	23.4	29.1	39.5	26.7		
1970	(38.2)	(35.3)	(24.1)	(21.9)	(27.8)	(25.2)	(21.8)	(31.6)	(26.2)		
70-74.9%											
1971	11.9	18.1	16.4	11.8	13.8	10.8	11.4	16.3	13.4		
1970	(15.2)	(16.6)	(14.0)	(16.3)	(9.2)	(11.9)	(9.9)	(15.7)	(13.2)		
Less Than 70%											
1971	4.8	3.7	2.7	2.4	3.0	3.1	2.0	3.1	2.8		
1970	(8.0)	(4.7)	(3.2)	(2.0)	(2.1)	(2.2)	(2.6)	(3.7)	(2.8)		
Total Percent Estimated N	100.0 837	100.0 1,100	100.0 3,031	100.0 4,233	100.0 4,803	100.0 2,933	100.0 3,073	100.0 1,628	100.0 21,638		
1970											
Total Percent Estimated N	(100.0) (687)	(100.0) (1,236)	(100.0) (2,923)	(100.0) (4,964)	(100.0) (4,342)	(100.0) (2,321)	(100.0) (2,312)	(100.0) (2,362)	(100.0) (21,167)		

Chapter IV

The Post-Secondary School Status of New York High School Graduates

Having examined in Chapter III some of the trends in the various high schools by grade category and other variables, we shall now attempt to estimate the educational status of the graduates. We shall try to see if they are enrolled in some form of educational institution, where they are going and why, and if they are not going to college, why not.

Post-Secondary Status By Type of High School

Table 4-1 shows that 73.0% of New York City high school graduates are full-time students at some form of educational institution, this rate of full-time college attendance being a 2.7% decrease from last year. In conjunction with this decrease was the higher number of graduates in the "did not apply" category, now 13.0% compared to 11.8% last year, and the greater proportion of students in the "accepted not registered" category, 7.8% this year from 5.7% last year. While these aggregates had relatively small deviations from last year, greater fluctuations were apparent within each type of school. Vocational schools exhibited a marked decrease in full-time students, 53.6% this year from 67.0 % last year and disclosed a corresponding increase in non-application rates (21.4% currently from 5.6%). The proportions of those students who were accepted but not registered increased slightly for both public academic and non-public high schools, 1.9% and 2.8% respectively. In both schools there was a decrease, although not as marked as in public

TABLE 4-1

ESTIMATES OF THE POST-SECONDARY SCHOOL STATUS
BY THE TYPE OF HIGH SCHOOL ATTENDED

POST-SECONDARY SCHOOL STATUS	TYPE OF HIGH SCHOOL ATTENDED					
	Public Academic		Public Vocational		Non-Public	
	<u>1971</u>	<u>1970</u>	<u>1971</u>	<u>1970</u>	<u>1971</u>	<u>1970</u>
Did Not Apply	12.9	(13.3)	21.4	(5.6)	10.7	(10.6)
					13.0	(11.8)
Not Accepted	1.6	(1.2)	2.2	(1.7)	1.0	(0.7)
					1.5	(1.1)
Accepted Not Registered	6.7	(4.8)	15.2	(15.7)	7.5	(4.8)
					7.8	(5.7)
Full-Time Student	74.2	(75.0)	53.6	(67.0)	76.5	(79.3)
					73.0	(75.7)
Part-Time Student	2.1	(1.6)	3.4	(3.4)	2.4	(2.1)
					2.4	(1.9)
No Answer	2.3	(4.0)	4.1	(6.5)	1.8	(2.4)
					2.3	(3.7)
Total Percent Estimated N	100.0 36,646	(100.0) (41,403)	100.0 6,398	(100.0) (5,527)	100.0 21,638	(100.0) (21,167)
					100.0 64,682	(100.0) (68,097)

vocational schools, in full-time students.

Post-Secondary Status
by College Admissions Average

In examining the "did not apply" group in Table 4-2, we notice a shift in proportions between the two studies for each average group, but we can still say that for high averages (80% and above) there is a smaller non-application rate than exhibited by the low average students. The smaller non-application rates in the 85% admissions category and in the 80-84.9% admissions category, decreases of 0.5% and 1.5% respectively from last year, were contrasted with the increases in non-application rates in the under 70% category, the 70-74.9% category, and in the 75-79.9% category, increases of 4.2%, 1.8% and 3.0% respectively from last year.

In addition, corresponding trends were indicated for full-time students: the higher the academic average, the greater the proportion of students attending college full-time. While these patterns were the same as last year, the under 70% category now showed less than 50.0% of its respondents as full-time students, a figure that might reflect the underestimation in the sample estimates. The largest change in full-time enrollments occurred for the 75-79.9% and 70-74.9% categories, decreases from last year of 5.3% and 5.1% respectively.

A third pattern in the data again was consistent with the other two trends--the lower the average, the greater the proportion of those who were "accepted not registered."

Post-Secondary Status
by Diploma

College status is also related to the kind of high school diploma

TABLE 4-2
ESTIMATES OF THE POST-SECONDARY SCHOOL STATUS
BY COLLEGE ADMISSIONS AVERAGE

POST-SECONDARY SCHOOL STATUS	85% and Over		80-84.9%		COLLEGE ADMISSIONS AVERAGE				Less Than 70%		TOTAL	
	1971	1970	1971	1970	75-79.9%	70-74.9%	1971	1970	1971	1970	1971	1970
Did Not Apply	2.9	(3.4)	8.0	(9.5)	14.3	(11.3)	18.8	(17.0)	27.0	(22.8)	13.0	(11.8)
Not Accepted	0.1	-	0.3	(0.7)	0.9	(0.7)	2.4	(1.9)	4.8	(3.1)	1.5	(1.1)
Accepted Not Registered	2.9	(1.8)	7.5	(3.7)	8.6	(6.3)	10.1	(7.4)	12.2	(11.6)	7.8	(5.7)
Full-Time Student	92.0	(91.8)	81.5	(82.5)	71.1	(76.4)	61.6	(66.7)	48.5	(50.9)	73.0	(75.7)
Part-Time Student	0.8	(0.7)	1.8	(1.2)	2.7	(2.0)	3.8	(2.8)	2.9	(3.5)	2.4	(1.9)
No Answer	1.4	(2.3)	0.9	(2.3)	2.3	(3.4)	3.3	(4.2)	4.6	(8.0)	2.3	(3.7)
Total Percent Estimated N	100.0 14,723	(100.0) (15,506)	100.0 13,084	(100.0) (13,898)	100.0 14,907	(100.0) (15,508)	100.0 13,250	(100.0) (14,013)	100.0 8,718	(100.0) (9,172)	100.0 54,682	(100.0) (68,097)

received, as is shown in Table 4-3. For full-time students, those with academic diplomas showed the largest percentage in attendance, 84.7%, yet this was a 3.2% decrease from last year. With the exception of general diplomas, all other diploma categories showed a decrease in full-time students, the greatest decline occurring in the vocational diploma category (from 65.2% last year to 49.4% this year). Associated with this, data indicated that students with vocational diplomas in the "did not apply" category showed an increase to 23.4% now, from 5.9% last year. Certificate holders also exhibited an increase in this category, from 29.4% last year to 38.3% this year. Further, students granted certificates showed the lowest full-time attendance rate, 8.8%--a decrease of 9.6% from last year--and the highest accepted did not register rate, 43.4%, a 31.7% increase from last year. For three diploma categories, vocational, commercial and certificate, more than 50.0% of all graduates were not in some form of post-secondary school, while exactly the reverse is true in academic, technical and general diploma categories.

Post-Secondary Status
By Sex

Keeping in mind that the number of women in the study is approximately double the number of men, we see some significant changes in college attendance rates. The number of full-time students, in Table 4-4, for males decreased from 83.4% to 75.8% this year, and increased for women from 69.8% to 71.6% this year. These changes diminish the difference apparent in last year's study for the college-going rate by sex, a difference reduced from 13.6% to 4.2% this year. Part of the change can be attributed to the "did not apply" category and the "accepted not registered" category. For males, the non-application rate rose from 5.1%

TABLE 4-3

ESTIMATES OF THE POST-SECONDARY SCHOOL STATUS
BY THE TYPE OF DIPLOMA RECEIVED

POST-SECONDARY SCHOOL STATUS	TYPE OF DIPLOMA RECEIVED						No Answer	Total
	Academic	Technical	General	Vocational	Commercial	Certificate		
Did Not Apply								
1971	5.4	11.3	25.6	23.4	41.0	38.3	-	13.0
1970	(4.4)	(0.9)	(29.8)	(5.9)	(39.0)	(29.4)	-	(11.8)
Not Accepted								
1971	0.7	1.7	3.3	2.1	1.7	5.8	-	1.5
1970	(0.6)	(0.8)	(2.3)	(2.5)	(0.7)	(14.8)	-	(1.1)
Accepted Not Registered								
1971	5.7	7.0	11.0	16.6	11.7	43.4	-	(7.8)
1970	(3.3)	(7.0)	(9.3)	(16.0)	(9.8)	(11.7)	-	(5.7)
Full-Time Student								
1971	84.7	76.2	52.7	49.4	38.2	8.8	-	73.0
1970	(87.9)	(87.6)	(49.8)	(65.2)	(42.3)	(18.4)	-	(75.7)
Part-Time Student								
1971	1.9	1.3	3.3	3.2	3.9	3.7	-	2.4
1970	(1.3)	(1.1)	(3.2)	(3.1)	(3.2)	-	-	(1.9)
No Answer								
1971	1.7	2.5	3.4	5.3	3.4	-	-	2.3
1970	(2.4)	(2.5)	(5.6)	(7.2)	(5.0)	(25.7)	(100.0)	(3.7)
Total Percent Estimated N	100.0 43,272	100.0 1,116	100.0 11,442	100.0 3,305	100.0 5,265	100.0 282	-	100.0 64,682
1971								
Total Percent Estimated N	100.0 (44,474)	100.0 (1,597)	100.0 (13,043)	100.0 (3,792)	100.0 (4,882)	100.0 (211)	100.0 (98)	100.0 (68,097)

TABLE 4-4

ESTIMATES OF THE POST-SECONDARY SCHOOL STATUS
BY SEX DISTRIBUTION

POST-SECONDARY SCHOOL STATUS	Male		Female		No Answer		Total	
	1971	1970	1971	1970	1971	1970	1971	1970
Did Not Apply	10.9	(5.1)	14.2	(17.1)	7.6	(22.6)	13.0	(11.8)
Not Accepted	1.6	(1.2)	1.4	(1.0)	4.8	(1.2)	1.5	(1.1)
Accepted Not Registered	6.9	(5.2)	8.3	(6.1)	10.0	(5.8)	7.8	(5.7)
Full-Time Student	75.8	(83.4)	71.6	(69.8)	54.5	(60.5)	73.0	(75.7)
Part-Time Student	2.3	(1.4)	2.4	(2.4)	-	(1.0)	2.4	(1.9)
No Answer	2.5	(3.7)	2.1	(3.6)	23.0	(8.9)	2.3	(3.7)
Total Percent Estimated N	100.0 21,794	(100.0) (30,199)	100.0 42,680	(100.0) (36,945)	100.0 208	(100.0) (953)	100.0 64,682	(100.0) (68,097)

to 10.9% this year, while females showed a decrease from 17.1% to 14.2%. Both sexes showed slight increases in the "accepted not registered" categories, an increase of 1.7% for males and 2.2% for females.

Students Who Did Not Apply

The data presented show a slight 1.2% increase from last year in the overall figure for those students who did not apply, and we have noticed some distinct variations when that group was analyzed by certain variables. This section shall now review the respondents' reasons for not applying to college for the variables: college admissions average, type of high school, diploma and sex. Generally, regardless of variable, the most important reasons for non-application are the same as last year--"wanted a job," "did not want college," "could not afford," and "tired of school."

Students Who Did Not Apply By Type of High School

The reasons for not applying to college show relatively minor change from last year. Table 4-5 indicates that the largest change occurred in public vocational schools, where 15.3%, a 7.2% increase from last year, listed "did not want college" as the second most frequent reason for not applying to college. The largest proportion of respondents from public vocational schools (18.3%) listed "wanted a job" as the prime reason for non-application, a change from last year where "could not afford" represented the largest group of respondents. This year "could not afford" represented 14.5% compared to 20.5% last year, while "tired of school" remained relatively stable. It should be noted that

TABLE 4-5

ESTIMATES OF THE REASONS FOR NOT APPLYING TO COLLEGE
BY THE TYPE OF HIGH SCHOOL ATTENDED

REASONS FOR NOT APPLYING	Public Academic		Public Vocational		TYPE OF HIGH SCHOOL ATTENDED Non-Public		Total	
	1971	1970	1971	1970	1971	1970	1971	1970
Could Not Afford	11.7	(10.7)	14.5	(20.5)	9.4	(7.8)	11.6	(10.2)
Grades Not High Enough	8.8	(7.2)	8.6	(6.2)	4.3	(4.8)	7.5	(6.5)
Did Not Want College	17.4	(16.5)	15.3	(8.1)	21.8	(23.0)	18.2	(18.1)
Took Wrong Courses	4.7	(6.1)	7.1	(7.1)	3.3	(3.8)	4.7	(5.5)
Wanted To Marry	4.7	(4.1)	5.0	(3.7)	5.5	(5.0)	5.0	(4.4)
Wanted A Job	19.7	(20.2)	18.3	(19.6)	21.7	(25.0)	20.0	(21.6)
Parents Did Not Want	1.3	(0.6)	1.8	(1.0)	1.6	(1.2)	1.5	(0.8)
Military Service	1.6	(1.5)	3.0	(3.7)	-	(1.2)	1.4	(1.5)
Tired of School	11.4	(11.4)	7.9	(7.5)	10.8	(15.2)	10.7	(12.3)
Family Emergency	1.6	(1.8)	2.2	(3.5)	1.4	(1.1)	1.8	(1.7)
College Too Hard	5.8	(10.0)	8.0	(7.2)	4.6	(5.0)	5.8	(8.5)
Travel Too Hard	0.9	(0.6)	0.7	-	-	(0.6)	0.6	(0.6)
Other	10.4	(9.1)	7.6	(11.8)	15.0	(6.2)	11.2	(8.4)
Total Percent Estimated N	100.0 12,239	(100.0) (14,200)	100.0 3,674	(100.0) (759)	100.0 5,874	(100.0) (5,999)	100.0 21,787	(100.0) (20,958)

only in public vocational schools did the category of "grades not high enough" occur as one of the four most important reasons for not applying to college.

In public academic schools, "wanted a job" showed a small decrease of 0.5% from last year, though it was still the most important reason for both years. "Did not want college" increased slightly, 0.9% from last year, and "tired of school" remained stable. The third most important category was "could not afford," a slight 1.0% increase from last year, and a change in position from being the fourth category.

Where "wanted a job" represented the largest number of respondents for public academic and vocational schools, non-public schools answered "did not want college" with 21.8%, immediately followed by 21.7% answering "wanted a job"--a reversal from last year--and showing decreases of 1.2% and 3.3% respectively. Further changes were manifested in the "tired of school" category which had a decrease of 4.4% from last year to this and "could not afford" had an increase of 1.6% from last year to this for the non-public schools.

If "wanted a job" is seen as being associated, in some part, with financial difficulties, and if the category of "could not afford" is considered an accurate representation of financial hardship, the gap between a lack of desire for higher education--"tired of school" and "did not want college"--and financial barriers to college is not as clearcut as presented last year. This suggests that many financial barriers may still exist for those students who did not apply to college, when those students are examined by type of high school graduated from.

Students Who Did Not Apply
By College Admissions Average

The data in Table 4-6 indicate that 26.0%--a 3.0% increase from last year--of students with averages above 85%, listed "did not want college" compared to 15.1%--a 0.3% increase from last year--for the less than 70% group. The most frequent reason listed, and the only admissions average category showing an increase for this reason, "wanted a job" represented 18.9% for the under 70% group, a 3.1% increase from last year. All other admissions average categories showed decreases, of 5.8% for the 85% and over, of 5.3% for the 80-84.9% category, of 2.5% for the 75-79.9% category, and of 1.8% for the 70-74.9% category. For all averages, except 80-84.9%, "could not afford" is the third most frequent reason listed for not applying to college. "Could not afford" increased by 3.8% to 12.4% this year for the 85% and over category, and by 3.5% to 8.8% this year for the 80-84.9% category, while the other admissions average categories shifted by either 0.5% or 1.7%. There was a marked split by averages, however, for the most important reason--for the high averages it was "did not want college," yet "wanted a job" was the most frequent reason listed for the low averages.

Students Who Did Not Apply
by Diploma

With the exception of those respondents awarded a certificate, Table 4-7 shows that for each category of diploma respondents answered "wanted a job" as the most important reason for non-application. The most important reason listed by certificate holders was "grades not high enough," 24.2%, a 7.7% increase from last year, and the second most frequent reason

TABLE 4-6

ESTIMATES OF THE REASONS FOR NOT APPLYING TO COLLEGE
BY COLLEGE ADMISSIONS AVERAGE

REASONS FOR NOT APPLYING	85% and Over		80-84.9%		COLLEGE ADMISSIONS AVERAGE				Less Than 70%		Total	
	1971		1970		75-79.9%		70-75.9%		1971		1971	
	1971	1970	1971	1970	1971	1970	1971	1970	1971	1970	1971	1970
Could Not Afford	12.4	(8.6)	8.8	(5.3)	10.6	(10.1)	11.8	(10.1)	13.3	(13.8)	11.6	(10.2)
Grades Not High Enough	4.2	(1.3)	3.2	(1.8)	6.8	(4.8)	6.7	(8.0)	11.5	(10.2)	7.5	(6.5)
Did Not Want College	26.0	(23.0)	24.1	(22.0)	17.6	(20.5)	18.2	(16.0)	15.1	(14.8)	18.2	(18.1)
Took Wrong Courses	2.6	(4.1)	1.8	(4.7)	5.7	(3.3)	4.8	(4.1)	5.4	(9.6)	4.7	(5.5)
Wanted To Marry	6.1	(4.3)	7.3	(4.6)	4.3	(6.6)	4.8	(3.9)	4.5	(2.9)	5.0	(4.4)
Wanted A Job	18.8	(24.6)	21.3	(26.6)	20.7	(23.2)	20.2	(22.0)	18.9	(15.8)	20.0	(21.6)
Parents Did Not Want	1.4	(2.2)	2.1	(1.0)	2.1	(0.8)	0.8	(1.1)	1.3	(0.1)	1.5	(0.8)
Military Service	0.4	-	0.8	(0.2)	1.4	(2.4)	1.5	(1.5)	1.7	(1.9)	1.4	(1.5)
Tired of School	12.9	(12.1)	13.1	(15.5)	8.7	(11.4)	10.9	(12.4)	10.8	(11.2)	10.7	(12.3)
Family Emergency	1.0	(0.7)	0.6	(0.7)	2.3	(1.8)	2.4	(2.3)	1.1	(1.6)	1.8	(1.7)
College Too Hard	1.8	(5.2)	3.1	(6.4)	6.8	(6.9)	6.2	(9.5)	6.3	(10.9)	5.8	(8.5)
Travel Too Hard	-	-	0.5	-	1.0	(0.8)	0.2	(1.1)	0.8	(0.4)	0.6	(0.6)
Other	12.4	(13.7)	13.1	(11.0)	11.8	(7.3)	11.5	(8.0)	9.2	(6.7)	11.2	(8.4)
Total Percent	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)
Estimated N	968	(1,359)	2,619	(3,314)	5,629	(4,658)	6,475	(6,137)	6,096	(5,490)	21,787	(20,958)

TABLE 4-7

ESTIMATES OF THE REASONS FOR NOT APPLYING TO COLLEGE
BY THE TYPE OF DIPLOMA RECEIVED

REASONS FOR NOT APPLYING	TYPE OF DIPLOMA RECEIVED						Total
	Academic	Technical	General	Vocational	Commercial	Certificate	
Could Not Afford							
1971	10.0	17.3	13.7	14.6	8.8	14.6	11.6
1970	(10.0)	-	(11.3)	(24.7)	(6.4)	(29.7)	(10.2)
Grades Not High Enough							
1971	4.2	2.9	10.6	8.0	6.0	24.2	7.5
1970	(5.1)	-	(8.7)	(9.4)	(2.9)	(16.5)	(6.5)
Did Not Want College							
1971	19.2	10.8	16.8	14.0	21.5	5.7	18.2
1970	(17.4)	(26.5)	(16.0)	(6.8)	(23.9)	(13.1)	(18.1)
Took Wrong Courses							
1971	2.4	4.2	5.0	10.9	4.5	3.4	4.7
1970	(2.0)	-	(6.9)	(7.2)	(5.5)	(10.9)	(5.5)
Wanted To Marry							
1971	5.7	4.2	3.8	6.4	5.5	-	5.0
1970	(4.6)	-	(3.7)	(2.2)	(5.8)	-	(4.4)
Wanted A Job							
1971	19.9	23.5	18.0	16.0	24.0	15.9	20.0
1970	(22.2)	(26.5)	(19.4)	(18.1)	(26.1)	-	(21.6)
Parents Did Not Want							
1971	1.7	-	1.2	1.3	1.7	3.4	1.5
1970	(1.2)	-	(0.4)	-	(1.3)	-	(0.8)
Military Service							
1971	0.4	16.2	1.3	3.6	0.5	11.0	1.4
1970	(1.6)	-	(1.3)	(8.4)	0.8	(13.1)	(1.5)
Tired of School							
1971	11.2	11.1	10.0	6.1	12.8	2.8	10.7
1970	(13.3)	(26.5)	(10.7)	(8.3)	(15.2)	-	(12.3)
Family Emergency							
1971	2.4	2.9	1.3	2.0	1.8	-	1.8
1970	(1.5)	-	(2.4)	(1.7)	(0.5)	(3.4)	(1.7)
College Too Hard							
1971	4.2	1.9	7.2	7.4	4.8	16.2	5.8
1970	(6.1)	-	(11.6)	(3.8)	(5.2)	(13.1)	(8.5)
Travel Too Hard							
1971	0.2	-	0.5	0.9	1.1	-	0.6
1970	(0.6)	-	(0.8)	-	(0.3)	-	(0.6)
Other							
1971	18.5	4.8	10.5	8.7	6.9	2.8	11.2
1970	(14.3)	(20.6)	(6.8)	(9.4)	(6.1)	-	(8.4)
Total Percent							
1971	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Estimated N	5,455	360	7,700	1,984	6,042	246	21,787
1970							
Total Percent	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)
Estimated N	(4,854)	(31)	(10,114)	(521)	(5,285)	(153)	(20,958)

listed was "college too hard," 16.2%, a 3.1% increase from last year.

The only other respondents to list either of these categories among the four most important reasons were those holding general diplomas, and they listed "grades not high enough," 10.6%.

The second most frequent reasons for not applying to college showed interesting variations across diploma categories. Academic diploma students, showing a slight increase of 1.8%, still listed "did not want college" as the second reason and so do the categories of general (16.8% this year to 16.0% last year) and commercial diploma students (21.5% this year, a decrease from 23.9% last year). Holders of technical diplomas, however, listed this category as their fifth choice, 10.8%, when it was listed as most important last year by 26.5% of the respondents, and now listed "could not afford," 17.3%, as their second most important reason--a category not mentioned last year. For those respondents with vocational degrees, "could not afford" was listed as the second most frequent response category, but it was a decrease of 10.1% from last year.

As with college admissions average and type of high school graduated from, though not as distinct, there was a tendency for the type of diploma awarded to influence the respondents' reasons for not attending college.

Students Who Did Not Apply
By Sex

In Table 4-8 the proportion of males listing "did not want college" increased from 12.2% last year to 15.4% this year, and became the second most frequent reason listed for not applying to college. "Wanted a job" represented 18.0% of male respondents, a 1.4% increase from last year, and

ESTIMATES OF THE REASONS FOR
NOT APPLYING TO COLLEGE
BY SEX DISTRIBUTION

TABLE 4-8

REASONS FOR NOT APPLYING	Male		Female		SEX DISTRIBUTION		No Answer		Total	
	1971	1970	1971	1970	1971	1970	1971	1970	1971	1970
Could Not Afford	11.1	(13.8)	11.7	(9.5)	21.1	(7.8)	11.6	(10.2)		
Grades Not High Enough	8.5	(10.6)	7.2	(5.6)	-	(3.9)	7.5	(6.5)		
Did Not Want College	15.4	(12.2)	19.2	(19.2)	36.8	(26.6)	18.2	(18.1)		
Took Wrong Courses	5.7	(7.1)	4.3	(5.0)	21.1	(6.8)	4.7	(5.5)		
Wanted To Marry	2.4	(1.0)	5.9	(5.1)	-	(6.0)	5.0	(4.4)		
Wanted A Job	18.0	(16.6)	20.8	(22.8)	-	(21.6)	20.0	(21.6)		
Parents Did Not Want	0.7	(0.2)	1.8	(1.0)	-	(0.7)	1.5	(0.8)		
Military Service	4.1	(6.0)	0.4	(0.5)	-	(1.1)	1.4	(1.5)		
Tired of School	10.0	(11.6)	10.9	(12.5)	-	(11.4)	10.7	(12.3)		
Family Emergency	2.5	(1.1)	1.5	(1.9)	-	-	1.8	(1.7)		
College Too Hard	7.3	(10.1)	5.3	(8.1)	-	(8.8)	5.8	(8.5)		
Travel Too Hard	0.1	(1.1)	0.7	(0.4)	21.1	(1.3)	0.6	(0.6)		
Other	14.0	(8.6)	10.1	(8.4)	-	(3.9)	11.2	(8.4)		
Total Percent Estimated N	100.0 5,813	(100.0) (3,901)	100.0 15,942	(100.0) (16,468)	100.0 27	(100.0) (589)	100.0 21,787	(100.0) (20,958)		

was still the most frequent reason listed. "Could not afford" showed a 2.7% decrease from the 13.8% listed last year, a shift to third most frequent category from the second. Women exhibited the same order of reasons as males this year, but the order showed two changes from last year. "Could not afford" increased from 9.5% to 11.7% and became the third most frequent reason listed whereas it was fourth last year, and "tired of school" decreased to 10.9% from 12.5% last year. "Wanted a job" was still the most frequent response for women, but it showed a decrease of 2.0% from last year, while the second most frequent reason "did not want college" remained constant at 19.2%.

Institution Attended for Full-Time Students

Table 4-9 provides the analysis for full-time students of what type of post-secondary institution the respondents are attending. Earlier data indicated that 73.0% of all New York City high school graduates were enrolled in some form of post-secondary institution, and that a small number of part-time students were also enrolled. Owing to the small number of part-time students, the following analysis is provided only for full-time students.

When these data were compared with last year, the proportion of full-time students enrolled in all four-year or two-year colleges was relatively stable--67.9% this year compared to 68.8% last year list four-year colleges and 26.6% last year to 25.6% this year list two-year colleges. Recalling the extent to which we overestimated the four-year enrollment and underestimated the two-year enrollment at CUNY, we shall generally refer to the total figure for both levels of colleges which more closely approximated the population.

TABLE 4-9

ESTIMATES OF THE LEVEL OF COLLEGE
FOR FULL-TIME STUDENTS
BY THE TYPE OF SCHOOL ATTENDING

LEVEL OF COLLEGE		TYPE OF SCHOOL ATTENDING						
		Private N.Y. City	Private N.Y. State	Outside N.Y. State	No Answer	Total		
4-Year College	1971	63.5	70.7	72.8	89.2	89.1	49.8	67.9
	1970	(62.8)	(77.1)	(72.6)	(87.2)	(89.9)	(72.4)	(68.8)
2-Year College	1971	35.3	17.6	1.1	3.3	5.6	25.3	25.6
	1970	(36.2)	(14.7)	(11.0)	(4.6)	(5.0)	(18.8)	(26.6)
Other	1971	1.2	11.7	26.1	7.4	5.3	24.8	6.5
	1970	(0.9)	(8.2)	(16.4)	(8.2)	(5.1)	(8.8)	(4.7)
Total Percent Estimated N	1971	100.0	100.0	100.0	100.0	100.0	100.0	100.0
		31,524	3,213	7,429	2,086	2,639	350	47,241
Total Percent Estimated N	1970	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)
		(32,506)	(3,721)	(8,069)	(2,429)	(3,914)	(957)	(51,596)

Institution Attended for Full-Time Students
By Type of High School

Disregarding the two-and four-year distinctions, even though they are presented for reference, we see in Table 4-10 that public vocational schools sent the highest proportion of students to CUNY, 79.3%, but showed a decrease of 3.4% from last year. While public academic and non-public schools sent greater proportions of students to CUNY than last year, an increase of 4.6% for public academic schools and of 2.7% for non-public schools, non-public schools sent a slightly higher proportion of graduates to private schools in New York City, 27.1% this year compared with 25.6% last year. Private schools in New York City, however, showed slight decreases in attendance rates for the graduates of public academic and public vocational schools, decreases of 1.3% and 2.5% respectively.

Of the three school categories only public academic showed a decrease in the number of graduates attending a SUNY institution--8.3% this year from 9.5% last year; public vocational showed a 2.9% increase and non-public schools showed a minor 0.4% increase. Those students going to a college outside New York State also showed decreased attendance rates for graduates of public academic schools and of non-public schools (of 4.6% and 1.1% respectively) while public vocational schools exhibited an increase in attendance of 1.8% from last year.

Institution Attended for Full-Time Students
By Sex

While table 4-11 indicates that the number of females registered at CUNY has remained stable (66.5% this year to 66.0% last year), the

ESTIMATES OF THE LEVEL OF SCHOOL ATTENDING
FOR FULL-TIME STUDENTS BY THE TYPE OF HIGH SCHOOL ATTENDED

TABLE 4-10

LEVEL OF SCHOOL ATTENDING	Public Academic		Public Vocational		Non-Public		Total	
	1971	1970	1971	1970	1971	1970	1971	1970
CUNY 4-Year	47.9	(44.0)	39.4	(25.2)	34.8	(36.9)	42.7	(40.3)
CUNY Other	23.9	(23.2)	39.9	(57.5)	22.3	(17.5)	24.5	(23.8)
SUNY 4-Year	6.2	(7.9)	1.8	(1.3)	3.3	(2.6)	4.8	(5.7)
SUNY Other	2.1	(1.6)	4.4	(2.0)	1.4	(1.7)	2.0	(1.7)
Private N.Y. City	9.8	(11.1)	9.6	(12.1)	27.1	(25.6)	15.8	(15.9)
Private N.Y. State	3.2	(4.0)	1.4	(0.3)	7.2	(7.2)	4.4	(4.8)
Outside N.Y. State	7.0	(8.1)	3.4	(1.6)	3.9	(8.5)	5.6	(9.7)
Total Percent Estimated N	100.0 27,036	(100.0) (30,458)	100.0 3,389	(100.0) (3,687)	100.0 16,466	(100.0) (16,489)	100.0 46,891	(100.0) (50,634)

TABLE 4-11

ESTIMATES OF THE LEVEL OF SCHOOL ATTENDING
FOR FULL-TIME STUDENTS
BY SEX DISTRIBUTION

LEVEL OF SCHOOL ATTENDING	Male		SEX DISTRIBUTION				Total	
	<u>1971</u>	<u>1970</u>	Female		No Answer		<u>1971</u>	<u>1970</u>
			<u>1971</u>	<u>1970</u>	<u>1971</u>	<u>1970</u>		
CUNY 4-Year	43.8	(40.1)	42.1	(40.4)	29.1	(46.7)	42.7	(40.3)
CUNY Other	24.4	(21.9)	24.4	(25.6)	60.8	(29.1)	24.5	(23.8)
SUNY 4-Year	5.5	(5.9)	4.5	(5.4)	-	(8.6)	4.8	(5.7)
SUNY Other	1.8	(1.4)	2.1	(1.9)	-	-	2.0	(1.7)
Private N.Y. City	13.3	(16.9)	17.3	(15.2)	-	(3.0)	15.8	(15.9)
Private N.Y. State	3.8	(4.7)	4.8	(4.9)	-	(6.1)	4.4	(4.8)
Outside N.Y. State	7.3	(9.1)	4.7	(6.4)	10.1	(6.5)	5.6	(7.7)
Total Percent Estimated N	100.0 16,487	(100.0) (24,681)	100.0 30,305	(100.0) (25,408)	100.0 99	(100.0) (545)	100.0 46,891	(100.0) (50,634)

proportion of males increased from 62.0% to 68.2% this year. Associated with the increase at CUNY, the percentage of males in attendance decreased for private schools in New York City, private schools in New York State and for schools outside of New York State, decreases of 3.6%, 0.9%, and 1.8% respectively, while remaining stable for SUNY. On the other hand, the proportion of women increased in private schools in New York City (from 15.2% to 17.3% this year), decreased at SUNY (from 7.3% to 6.6%), remained stable for private schools in New York State (4.8% this year and 4.9% last year) and decreased for schools outside New York State (from 6.4% last year to 4.7% this year).

Institution Attended for Full-Time Students
By College Admissions Average

In Table 4-12, with the exception of the college admissions average category of under 70%, the lower the average the greater the proportion of students who were attending CUNY. All categories, including the less than 70% category, were sending more full-time graduates to CUNY than last year, and only the 85% and over group was sending less than 65.0% of its graduates to CUNY. The high average category of 85% and over also had decreases from last year in the proportion of students enrolled at SUNY (by 2.3%), at private schools in New York State (by 0.3%) and at schools outside New York State (by 2.6%), while increasing the proportion at private schools in New York City (by 2.8%). The 80-84.9% category was the only other category to show an increase in private New York City schools, an increase of 1.2%. The other categories, 75-79.9%, 70-74.9%, and under 70%, decreased by 2.0%, 3.9% and 1.4% respectively. The 80-84.9% also had increased enrollment at private New York State schools, while

TABLE 4-12

ESTIMATES OF THE LEVEL OF SCHOOL ATTENDING
FOR FULL-TIME STUDENTS BY COLLEGE ADMISSIONS AVERAGE

LEVEL OF SCHOOL ATTENDING	85% and Over		80-84.9%		COLLEGE ADMISSIONS AVERAGE				Less Than 70%		Total	
	1971	1970	1971	1970	75-79.9%	70-74.9%	1971	1970	1971	1970	1971	1970
CUNY 4-Year	45.3 (44.7)		52.2 (52.8)		44.5 (40.8)	34.5 (27.1)	21.9	(21.9)	42.7	(40.3)		
CUNY Other	4.4 (2.6)		13.3 (11.6)		29.7 (28.7)	48.0 (48.6)	59.0	(56.8)	24.5	(23.8)		
SUNY 4-Year	11.8 (14.7)		3.6 (4.6)		1.8 (1.3)	1.2 (1.1)	0.5	(1.1)	4.8	(5.7)		
SUNY Other	0.9 (0.3)		2.0 (1.2)		1.8 (2.2)	3.1 (3.6)	4.0	(1.8)	2.0	(1.7)		
Private N.Y. City	21.9 (19.1)		17.3 (16.1)		14.6 (16.6)	8.6 (12.5)	9.8	(11.2)	15.8	(15.9)		
Private N.Y. State	7.3 (7.6)		5.6 (4.7)		3.5 (4.6)	1.5 (2.8)	0.6	(1.1)	4.4	(4.8)		
Outside N.Y. State	8.4 (11.0)		6.0 (9.0)		4.2 (5.9)	3.1 (4.3)	4.2	(6.1)	5.6	(7.7)		
Total Percent Estimated N	100.0 (100.0) 13,435 (13,946)		100.0 (100.0) 10,619 (11,270)		100.0 (100.0) 10,540 (11,629)	100.0 (100.0) 8,109 (9,201)	100.0 (100.0) 4,188 (4,588)		100.0 (100.0) 46,891 (50,634)			

all other categories had decreases. All admissions average categories showed decreases in the attendance rates for schools outside New York State, with the greatest percentage change occurring in the two high average categories of 85% and 80-84.9%, decreases of 2.6% and 3.0% respectively.

Institution Attended for Full-Time Students
By Diploma

For each diploma type in Table 4-13, omitting for the moment certificates, there was an increase in the proportion of students attending a CUNY institution. Sixty-two percent of the graduates holding academic diplomas went to a CUNY institution, a 3.0% increase from last year, technical diplomas increased to 68.6% from 65.6%, general diplomas increased to 86.4% from 79.3%, vocational diplomas increased to 86.4% from 84.5% and holders of commercial diplomas increased to 86.9% from 84.0%. Holders of certificates were in attendance at only two types of institutions, "CUNY other" and "outside New York State," evenly split with 50.0% in each category with the exception of academic diploma holders, the other diploma categories all showed increases in the proportion of graduates attending SUNY--5.8% for technical diploma holders, 0.8% for general diploma holders, 1.9% for vocational diploma holders and 1.1% for commercial diploma holders. Academic diploma holders decreased in the number sent to SUNY by 1.1%. Those full-time students who received academic diplomas were the only ones to exhibit an increase, though slight, in attendance at private schools in New York City (a 0.9% increase); all other diploma holders showed a decrease in the proportion of students enrolled there. Both

private schools within and outside New York State generally exhibited a decrease in enrollment by diploma categories, the exceptions being technical diploma holders in private New York State schools (with an increase of 0.6%), and holders of vocational diplomas going to schools outside New York State (with an increase of 1.6%).

Reasons for Enrolling

Once it was established that the student was enrolled in a post-secondary institution, he was asked the reason for attending a college or other institution. The results of this question are examined by different variables in the following sections.

Reasons for Enrolling By Type of College Attended

While the most important reason for selecting a school remained the same, "good reputation," there are interesting variations by school attended, as seen in Table 4-14. With the exception of CUNY, all other schools listed good reputation as the most important reason, while CUNY listed "inexpensive," with 25.0%, as the prime reason for enrollment. As last year, but with a decrease of 2.2%, private schools outside New York State listed "away from home" as the second most frequent response, while "special programs" was listed as second most important reason by private schools in New York State (14.6% this year compared to 12.6% last year), and private schools in New York City (17.6% this year from 18.2% last year).

CUNY's listing of "inexpensive" as the most important reason for enrollment was a 1.2% increase from last year. The second most frequent

TABLE 4-14

ESTIMATES OF THE REASONS FOR ENROLLING
IN A COLLEGE FOR FULL-TIME STUDENTS
BY THE TYPE OF SCHOOL ATTENDING

REASONS FOR ENROLLING	TYPE OF SCHOOL ATTENDING						Total
	CUNY	SUNY	Private N.Y. City	Private N.Y. State	Outside N.Y. State	No Answer	
Good Reputation							
1971	17.3	21.3	28.9	24.7	25.0	23.6	20.2
1970	(19.1)	(23.3)	(24.5)	(24.9)	(22.6)	(14.1)	(20.6)
Inexpensive							
1971	25.0	20.1	5.4	5.0	3.8	6.9	19.3
1970	(23.8)	(20.3)	(3.6)	(3.8)	(5.4)	(15.5)	(18.5)
Near Home							
1971	20.8	5.6	16.0	10.3	5.2	9.0	17.5
1970	(20.5)	(5.1)	(20.7)	(9.8)	(4.3)	(17.6)	(17.6)
Friends Go There							
1971	4.2	1.0	2.4	2.2	0.4	1.9	3.4
1970	(4.4)	(1.3)	(2.3)	(1.9)	(1.8)	(1.0)	(3.6)
Parents Wanted It							
1971	2.7	1.8	3.5	4.3	5.3	5.1	3.0
1970	(3.7)	(2.5)	(4.6)	(4.4)	(2.8)	(4.3)	(3.7)
Away From Home							
1971	0.8	21.1	1.9	14.4	22.4	13.4	4.3
1970	(0.8)	(21.7)	(1.7)	(16.1)	(24.6)	(7.8)	(5.0)
Special Program							
1971	11.2	13.0	17.6	14.6	15.0	14.8	12.8
1970	(10.2)	(11.9)	(18.2)	(12.6)	(14.6)	(14.6)	(11.9)
Financial Aid							
1971	3.0	5.2	11.3	12.8	9.1	2.6	5.2
1970	(2.8)	(3.6)	(10.1)	(8.6)	(8.1)	(6.2)	(4.5)
Only Acceptance							
1971	5.5	2.3	0.8	0.7	1.7	7.6	4.1
1970	(4.3)	(1.4)	(1.4)	(1.8)	(1.5)	(5.7)	(3.4)
It Was Suggested							
1971	3.8	3.0	5.4	5.8	5.0	7.7	4.2
1970	(4.8)	(3.2)	(5.4)	(6.3)	(4.7)	(2.6)	(4.8)
Other							
1971	5.8	5.4	6.9	5.3	7.3	7.2	6.0
1970	(5.6)	(5.7)	(7.3)	(9.6)	(9.6)	(10.6)	(6.4)
Total Percent							
1971	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Estimated N	85,307	9,018	20,557	5,739	7,236	850	128,707
1970							
Total Percent	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)
Estimated N	(85,344)	(10,255)	(17,338)	(6,089)	(9,267)	(1,534)	(129,827)

response, "near home," of 20.8%, was almost the same as last year's 20.5%. The third most frequent response was "good reputation," a reason which showed a slight decrease from last year (19.1% last year to 17.3% this year).

As with CUNY, SUNY continued to list "inexpensive" as an important reason for students (20.1% this year compared to 20.3% last year), but it was slightly less important than the fact that the school was away from home (21.1% currently, to 21.7% last year).

Finally, "financial aid" was listed as one of the four major reasons for enrolling in a college by those attending private schools in New York City, New York State and outside New York State, each showing increases from last year of 1.2%, 4.2% and 1.0% respectively, while CUNY and SUNY students did not find it as important a consideration.

Reasons for Enrolling
By Type of High School

Regardless of the type of school the respondent graduated from, we see from Table 4-15 that "good reputation" was the most frequent response, 20.2%, followed by "inexpensive," 19.3%, "near home," 17.5%, and "special program," 12.8%. With varying percentage changes these proportions were in the same order as last year.

The data for the individual high school categories showed that "good reputation" was listed by both public academic and non-public schools as the primary response category, 19.6% for public academic and 21.8% for non-public schools (figures that show a slight decrease from last year). Public vocational graduates, however, continued to show "special programs" as the most important reason for enrolling in a post-secondary institution,

TABLE 4-15

ESTIMATES OF THE REASONS FOR ENROLLING
IN A COLLEGE FOR FULL-TIME STUDENTS
BY THE TYPE OF HIGH SCHOOL ATTENDED

REASONS FOR ENROLLING	TYPE OF HIGH SCHOOL ATTENDED					
	Public Academic		Public Vocational		Non-Public	
	1971	1970	1971	1970	1971	1970
Good Reputation	19.6	(20.2)	17.3	(15.0)	21.8	(22.5)
Inexpensive	19.5	(18.7)	14.1	(18.0)	20.0	(19.2)
Near Home	17.8	(17.8)	14.3	(15.9)	17.8	(17.6)
Friends Go There	3.8	(3.6)	2.2	(3.2)	2.9	(3.6)
Parents Wanted It	3.4	(4.0)	2.9	(2.5)	2.3	(3.4)
Away From Home	4.8	(5.9)	2.3	(1.7)	3.8	(4.1)
Special Program	11.9	(10.7)	19.9	(19.4)	12.8	(12.5)
Financial Aid	5.0	(4.1)	9.6	(9.6)	4.7	(4.3)
Only Acceptance	4.6	(3.9)	4.7	(6.1)	3.2	(2.0)
It Was Suggested	4.2	(4.7)	6.9	(7.5)	3.6	(4.3)
Other	5.3	(6.4)	5.8	(6.0)	7.1	(6.5)
Total Percent	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)
Estimated N	74,457	(78,385)	9,237	(8,658)	45,013	(42,784)
					128,707	(129,827)

19.9% this year from 19.4% last year, and these graduates then listed "good reputation" with 17.3% this year from 15.0% last year. As a second reason both public academic and public vocational school graduates listed "inexpensive," both increasing slightly from the proportions shown last year--from 18.7% to 19.5% this year for public academic and from 19.2% to 20.0% this year for non-public schools. The closeness in public academic schools of the first two reasons listed for selecting a school--19.6% and 19.5%--suggest that it may not be accurate to consider one as more important than the other. Generally, the graduates' reasons for enrolling in an educational institution showed little deviation from last year.

Reasons for Enrolling
By Sex

Table 4-16 analyzes the graduates' reasons for enrolling at a school or college by sex and suggests that there is little difference by sex. Women listed "good reputation" as their first preference, with 20.4% or a 0.4% increase from last year, and "inexpensive" as their second choice, with 18.9% or a 0.9% increase from last year. Men listed both reasons as most important, each having 20.0%, but "good reputation" had a 1.3% decrease from last year and "inexpensive" had a 1.1% increase from last year. While "near home" was the third most important reason for both males and females, each with 17.5%, the percentage represented a 0.6% increase from last year for males and a 0.7% decrease from last year for females. "Special programs" was fourth choice for both sexes and each showed a small increase from last year. There thus appeared to be only minor variations in percentage between sexes.

TABLE 4-16

ESTIMATES OF THE REASONS FOR ENROLLING
IN A COLLEGE FOR FULL-TIME STUDENTS
BY SEX DISTRIBUTION

REASONS FOR ENROLLING	SEX DISTRIBUTION					
	Male		Female		No Answer	
	1971	1970	1971	1970	1971	1970
Good Reputation	20.0	(21.3)	20.4	(20.0)	19.3	18.3
Inexpensive	20.0	(18.9)	18.9	(18.0)	21.5	(22.2)
Near Home	17.5	(16.9)	17.5	(18.2)	19.8	(19.4)
Friends Go There	3.4	(3.5)	3.4	(3.6)	-	(4.2)
Parents Wanted It	2.5	(2.7)	3.2	(4.7)	-	(1.6)
Away From Home	4.2	(5.4)	4.4	(4.7)	3.2	(5.1)
Special Program	11.8	(11.5)	13.2	(12.4)	20.6	(6.0)
Financial Aid	5.1	(4.6)	5.3	(4.5)	4.6	(3.2)
Only Acceptance	5.0	(3.5)	3.6	(3.2)	4.6	(6.2)
It Was Suggested	4.4	(5.6)	4.1	(4.0)	-	(6.5)
Other	6.0	(6.1)	5.9	(6.7)	6.3	(7.4)
Total Percent Estimated N	100.0 44,926	(100.0) (63,427)	100.0 83,471	(100.0) (64,962)	100.0 310	(100.0) (1,438)
					100.0 128,707	(100.0) (129,827)

Reasons for Enrolling
By College Admissions Average

Some definite trends are evident when we look at the reasons for enrolling by college admissions average even though there appears to be no large shift between years. Table 4-17 first shows that the high averages were more likely to list "good reputation" as a reason than were the low average students. For example, 13.3% of those graduates with averages below 70% listed "good reputation," while 24.6% of those graduates with averages above 85% listed this reason.

Although there was a slight 0.4% decrease from last year's 19.2%, graduates with averages of 85% and over listed "inexpensive" as the second most frequent response; all other average groups, and all having larger proportions than last year, listed "inexpensive" as the prime reason for enrolling in a college or school. Those students with averages of 70% or below listed "inexpensive" and "near home" in identical proportions of 16.8%, both categories increasing from last year, by 1.1% for "near home" and 3.1% for "inexpensive." "Near home," increasing for most groups, was the third most important reason listed for all categories. This year, as last year, the lower the average the larger the proportion that listed "it was suggested," "only acceptance," and "special program."

TABLE 4-17

ESTIMATES OF THE REASONS FOR ENROLLING IN A COLLEGE
FOR FULL-TIME STUDENTS BY COLLEGE ADMISSIONS AVERAGE

REASONS FOR ENROLLING	85% and Over		80-84.9%		COLLEGE ADMISSIONS AVERAGE				Less Than 70%		Total	
	1971	1970	1971	1970	75-79.9%	70-74.9%	1971	1970	1971	1970	1971	1970
Good Reputation	24.6	(24.5)	21.6	(22.8)	19.1	(19.7)	15.9	(15.7)	13.3	(14.2)	20.2	(20.6)
Inexpensive	18.8	(19.2)	20.7	(20.5)	19.8	(18.7)	18.9	(16.6)	16.8	(13.7)	19.3	(18.5)
Near Home	16.8	(16.4)	18.1	(18.3)	18.0	(18.6)	17.8	(18.2)	16.8	(15.7)	17.5	(17.6)
Friends Go There	3.0	(3.3)	3.6	(3.2)	3.3	(3.5)	3.7	(4.0)	3.5	(4.7)	3.4	(3.6)
Parents Wanted It	3.3	(4.6)	2.7	(3.4)	2.4	(3.6)	3.0	(3.0)	4.0	(3.0)	3.0	(3.7)
Away From Home	7.1	(8.0)	3.6	(4.9)	3.1	(3.7)	2.6	(3.1)	2.8	(3.0)	4.3	(5.0)
Special Program	10.9	(9.4)	12.1	(12.1)	13.8	(12.1)	14.4	(14.3)	14.9	(13.8)	12.8	(11.9)
Financial Aid	5.9	(5.2)	4.4	(2.5)	4.7	(3.8)	4.8	(5.1)	7.3	(8.8)	5.2	(4.5)
Only Acceptance	1.0	(0.9)	3.1	(2.6)	4.8	(3.5)	7.7	(6.2)	8.5	(8.2)	4.1	(3.4)
It Was Suggested	3.2	(2.5)	3.9	(4.0)	4.9	(5.3)	4.9	(7.2)	5.5	(8.2)	4.2	(4.8)
Other	5.3	(6.0)	6.3	(5.7)	6.1	(7.4)	6.2	(6.7)	6.5	(6.6)	6.0	(6.4)
Total Percent	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)
Estimated N	37,713	(37,301)	29,524	(29,524)	28,426	(29,612)	21,921	(22,539)	11,123	(10,831)	128,707	(129,827)

Chapter V

Application Choice and Current Enrollment
of the New York City High School Graduate

This chapter indicates the type of educational institutions the graduates applied to and the type of educational institution they are presently enrolled in by the variables--type of high school attended, sex, college admissions average and type of diploma received.

College Choice
By Type of High School

The first choice institutions of students enrolled full-time in some form of post-secondary school are shown in Table 5-1 for the type of high school graduated from. The majority of all enrolled students (56.7%) maintained their first choice was CUNY, representing only a negligible drop from last year. Other first choice institutions selected were private New York City (11.1%, a decrease of 3.6% from last year), SUNY (9.8%, a decrease of 1.0%), outside New York State (8.4%, a decrease of 1.2%) and private New York State (6.3%, a 0.6% increase over last year).

Of those students attending college, 60.3% of all public academic students, 66.7% of all public vocational students and 48.7% of all non-public students selected CUNY as a first choice, compared with 58.3%, 81.3%, and 48.5% respectively for last year's students. There was a change this year, too, in the order of those high school graduates who considered a private institution in New York City as their first choice. Least likely to consider it were public academic students--6.9%,

TABLE 5-1

ESTIMATES OF FIRST CHOICE APPLICATION
FOR FULL-TIME STUDENTS
BY THE TYPE OF HIGH SCHOOL ATTENDED

KIND OF SCHOOL OR COLLEGE : FIRST CHOICE ONLY	Public Academic		Public Vocational		Non-Public		Total	
	1971	1970	1971	1970	1971	1970	1971	1970
Private in N.Y. City	6.9	(9.8)	8.1	(7.4)	18.4	(25.2)	11.1	(14.7)
Private in N.Y. State	6.0	(4.8)	3.5	(0.8)	7.3	(8.5)	6.3	(5.7)
Outside N.Y. State	10.2	(11.2)	6.0	(3.4)	5.7	(8.2)	8.4	(9.6)
CUNY	60.3	(58.3)	66.7	(81.3)	48.7	(48.5)	56.7	(56.8)
SUNY	11.1	(13.5)	7.1	(4.1)	8.4	(7.3)	9.8	(10.8)
No Answer	5.4	(2.3)	8.4	(3.0)	11.4	(2.2)	7.8	(2.4)
Total Percent Estimated N	100.0 27,249	(100.0) (31,072)	100.0 3,444	(100.0) (3,725)	100.0 16,548	(100.0) (16,799)	100.0 47,241	(100.0) (51,596)

a drop of 2.9% from last year--followed by public vocational, this year up to 8.1% from the 7.4% of last year. Non-public students were most likely to choose private schools in New York City this year as well as last, though the current 18.4% represents a decrease of 6.8% from last year.

If we considered to what extent the respondents would attend schools other than CUNY or SUNY, we observed the following changes between the two studies: 31.4% of non-public school students, a 10.5% decrease from last year, would select private schools, 23.1% of all academic school students would take this option, little change from last year, and 17.6%, a 6.0% increase from last year, of all public vocational students would select private schools.

College Choice
By Sex

Students' first choice of college by sex is shown in Table 5-2. The slight tendency last year for women to list CUNY as a first choice more often than men (59.3% to 54.1%) was further minimized this year (56.8% to 56.2%). Whereas men chose an institution outside New York State more often than women--11.4% to 6.7%--thus making it the men's second biggest option, women chose a private institution in New York City as their second largest choice--12.1% compared to the male 9.2%.

The 9.2% of the males who listed private schools in New York City represented a large decrease from last year's 15.6%, yet the women showed only a slight decrease of 1.8%. For the private schools in New York State, the same proportions of males were seen in both studies, but a slight increase in application rate was evident for women, from 5.3%

TABLE 5-2
ESTIMATES OF FIRST CHOICE APPLICATION
FOR FULL-TIME STUDENTS
BY SEX DISTRIBUTION

KIND OF SCHOOL OR COLLEGE : FIRST CHOICE ONLY	Male		SEX DISTRIBUTION				Total	
	1971	1970	Female		No Answer		1971	1970
			1971	1970	1971	1970		
Private in N.Y. City	9.2	(15.6)	12.1	(13.9)	-	(9.3)	11.1	(14.7)
Private in N.Y. State	5.9	(6.0)	6.5	(5.3)	-	(9.2)	6.3	(5.7)
Outside N.Y. State	11.4	(11.5)	6.7	(7.9)	8.8	(7.2)	8.4	(9.6)
CUNY	56.2	(54.1)	56.8	(59.3)	78.6	(60.9)	56.7	(56.8)
SUNY	10.1	(10.4)	9.8	(11.3)	-	(6.7)	9.8	(10.8)
No Answer	7.2	(2.3)	8.0	(2.3)	12.6	(6.8)	7.8	(2.4)
Total Percent Estimated N	100.0 16,540	(100.0) (25,218)	100.0 30,587	(100.0) (25,802)	100.0 114	(100.0) (576)	100.0 47,241	(100.0) (51,596)

to 6.5%.

It should be noted again that though the percentages may be similar across categories between the two groups, the estimated number for women was almost twice that of the men.

College Choice
By College Admissions Average

As indicated in Table 5-3, the students' first choice applications to CUNY increased as college admissions average decreased with 39.0% of all students with averages over 85% selecting CUNY as a first choice, compared with 73.6% of all students with averages under 70%. In the 85% and over category, only private schools in New York State showed an increase in application rates, from 8.1% last year to 10.6% this year. All other schools showed decreases, the largest, 4.9%, occurring for the private schools in New York City. This decrease in applications to private schools in New York City was evident across all grade categories. In line with this, we saw that for both years, the higher the average, the greater the proportion of students who applied to private schools within New York State and New York City, though generally all proportions were smaller than last year's.

College Choice
By Diploma

Type of diploma received is related to student choice of college in Table 5-4. Again, as last year, we see that students with general, vocational and commercial diplomas were more likely to consider CUNY as a first choice than were academic and technical students, although a majority of students in each group considered CUNY as their first

TABLE 5-3

ESTIMATES OF FIRST CHOICE APPLICATION
FOR FULL-TIME STUDENTS
BY COLLEGE ADMISSIONS AVERAGE

KIND OF SCHOOL OR COLLEGE : FIRST CHOICE ONLY	85% and Over		80-84.9%		COLLEGE ADMISSIONS AVERAGE				Less Than 70%		Total	
	1971	1970	1971	1970	75-79.9%		70-74.9%		1971	1970		
					1971	1970	1971	1970				
Private in N.Y. City	13.6	(18.5)	12.9	(14.0)	11.2	(16.0)	7.2	(10.4)	5.4	(9.8)	11.1 (14.7)	
Private in N.Y. State	10.6	(8.1)	6.7	(5.8)	4.7	(5.2)	3.4	(3.8)	1.3	(3.1)	6.3 (5.7)	
Outside N.Y. State	11.0	(13.4)	7.9	(10.5)	6.4	(6.4)	7.8	(8.3)	7.0	(7.0)	8.4 (9.6)	
CUNY	39.0	(40.1)	54.8	(55.0)	65.2	(63.2)	68.4	(68.2)	73.6	(72.8)	56.7 (56.8)	
SUNY	16.3	(18.1)	10.7	(12.1)	4.9	(6.5)	7.1	(6.4)	4.7	(5.0)	9.8 (10.8)	
No Answer	9.4	(1.7)	7.0	(2.5)	7.6	(2.6)	6.1	(2.9)	7.9	(2.2)	7.8 (2.4)	
Total Percent Estimated N	100.0 13,538	(100.0) (14,238)	100.0 10,665	(100.0) (11,473)	100.0 10,629	(100.0) (11,840)	100.0 8,168	(100.0) (9,362)	100.0 4,241	(100.0) (4,683)	100.0 47,241	(100.0) (51,596)

TABLE 5-4
ESTIMATES OF FIRST CHOICE APPLICATION
FOR FULL-TIME STUDENTS
BY THE TYPE OF DIPLOMA RECEIVED

KIND OF SCHOOL OR COLLEGE : FIRST CHOICE ONLY	Academic		Technical		General		Vocational		Commercial		Certificate		Total	
	1971	1970	1971	1970	1971	1970	1971	1970	1971	1970	1971	1970	1971	1970
Private in N.Y. City	12.4	(16.3)	10.1	(18.6)	6.0	(8.5)	4.8	(4.8)	8.6	(11.6)	-	(13.4)	11.1	(14.7)
Private in N.Y. State	7.5	(6.8)	7.6	(2.9)	2.2	(3.4)	2.0	(0.4)	-	(0.7)	-	-	6.3	(5.7)
Outside N.Y. State	9.4	(10.6)	8.9	(15.2)	5.6	(7.8)	2.7	(3.1)	1.9	(1.2)	-	(19.9)	8.4	(9.6)
CUNY	51.2	(51.0)	52.9	(57.0)	76.7	(72.2)	76.7	(85.4)	81.2	(82.8)	100.0	(53.3)	56.7	(56.8)
SUNY	11.3	(12.9)	13.2	(4.4)	4.1	(5.4)	5.8	(3.5)	2.7	(2.7)	-	-	9.8	(10.8)
No Answer	8.3	(2.4)	7.2	(1.9)	5.4	(2.7)	8.0	(2.7)	5.6	(0.9)	-	(13.4)	7.8	(2.4)
Total Percent Estimated N	100.0 36,654	(100.0) (39,097)	100.0 856	(100.0) (1,399)	100.0 6,052	(100.0) (6,501)	100.0 1,640	(100.0) (2,493)	100.0 2,014	(100.0) (2,067)	100.0 25	(100.0) (39)	100.0 47,241	(100.0) (51,596)

choice institution. While most of the percentages had only slight variation between the two years, the vocational diploma students' choice of CUNY showed a large drop from last year, to 76.7% this year from 85.4%.

The order of preference of college for academic, general and commercial diploma students remained the same for both years, though with some small decreases in percentages, but there were changes in order among the technical and vocational diploma students. After CUNY, the second most popular first choice for technical students was SUNY--13.2%, a 8.8% increase from last year--which last year was their fourth choice. Their third choice this year was private schools in New York City with 10.1%, compared with it being a second choice, 18.6%, last year. For the vocational students the second and third choices switched ranks between years. This year SUNY was second--5.8%, a 2.3% increase--and private schools in New York City was third with 4.8%.

College Choice
By College Enrollment

It is possible to compare first choice application and actual registration for full-time students in the broad categories of CUNY, SUNY, private schools in New York City and New York State, and schools outside New York State. After averaging data in the appropriate columns in Table 5-5, it was indicated that 62.8%, or a substantial drop from last year's 74.5%, of all registered full-time college students were enrolled in the institutional category of their first choice. Students selecting CUNY as a first choice category were more likely than last year to be enrolled there--95.5% to 89.7%. Within the four other institutional

TABLE 5-5

TYPE OF SCHOOL ATTENDING	Private In N.Y. City	KIND OF SCHOOL OR COLLEGE : FIRST CHOICE ONLY					No Answer	Total
		Private In N.Y. State	Outside N.Y. State	CUNY	SUNY			
CUNY	1971 1970	24.1 (25.6)	26.3 (20.7)	27.8 (22.7)	95.5 (89.7)	37.6 (32.3)	28.7 (60.3)	66.7 (63.0)
SUNY	1971 1970	1.2 (0.9)	10.9 (5.9)	5.0 (3.6)	0.8 (0.5)	50.5 (54.4)	2.1 (8.9)	6.8 (7.2)
Private N.Y. City	1971 1970	68.5 (62.5)	11.9 (9.4)	6.5 (8.4)	2.4 (7.7)	4.6 (3.9)	64.6 (12.9)	15.7 (15.6)
Private N.Y. State	1971 1970	4.2 (1.6)	46.1 (55.3)	4.0 (3.7)	0.2 (0.2)	4.0 (5.9)	2.5 (7.6)	4.4 (4.7)
Outside N.Y. State	1971 1970	1.8 (8.2)	4.8 (4.3)	53.2 (55.5)	0.4 (0.6)	2.9 (2.3)	1.7 (7.8)	5.6 (7.6)
No Answer	1971 1970	0.2 (1.2)	- (4.3)	3.4 (6.1)	0.6 (1.2)	0.4 (1.1)	0.4 (2.4)	0.7 (1.8)
Total Percent Estimated N	1971	100.0 5,225	100.0 2,974	100.0 3,950	100.0 26,774	100.0 4,656	100.0 3,662	100.0 47,241
Total Percent Estimated N	1970	(100.0) (7,571)	(100.0) (2,945)	(100.0) (4,982)	(100.0) (29,301)	(100.0) (5,584)	(100.0) (1,213)	(100.0) (51,596)

categories, where percentages of students enrolled were between 50.5% to 68.5%, a larger range than last year, only those enrolled in private New York City schools showed an increase in first choice acceptance from last year, 68.5% from 62.5%; the other three showed decreases.

Table 5-6 notes the extent to which enrollment in various categories of institutions might be altered if students could enroll in the institutional categories of their first choice. For example, if all students enrolled in CUNY had enrolled in the institution of their choice, 18.9%, just a slight decrease from last year, would have shifted to other institutions. For those students who would shift from CUNY, last year a private institution in New York City would have been preferred most often, with 6.0%, but it dropped to second place this year with 4.0%, and SUNY with 5.6% became the first preference. An institution outside New York State was the third preference, with 3.5% in both years, and private New York State institutions were last with 2.5%, showing a 0.6% drop from last year.

College Choice
for CUNY Students by Type of High School

College choice is shown for full-time students attending CUNY by high school type in Table 5-7. The table indicates that 81.6% of public academic graduates, 81.7% of public vocational graduates, and 79.9% of non-public graduates enrolled in CUNY had specified a CUNY college as their first choice. This showed less variation than last year when public academic was 1.0% smaller, non-public 0.9% smaller, and public vocational was 6.9% larger. For those CUNY students coming from

TABLE 5-6
ESTIMATES OF FIRST CHOICE APPLICATION
FOR FULL-TIME STUDENTS
BY THE TYPE OF SCHOOL ATTENDING

KIND OF SCHOOL OR COLLEGE : FIRST CHOICE ONLY	TYPE OF SCHOOL ATTENDING						No Answer	Total
	Private N.Y. City	Private N.Y. State	Outside N.Y. State	Private N.Y. City	Private N.Y. State	Outside N.Y. State		
Private In N.Y. City	1971 1970	1.9 (1.8)	48.2 (58.6)	10.5 (4.9)	3.6 (15.8)	3.1 (9.9)		11.1 (14.7)
Private In N.Y. State	1971 1970	10.1 (4.7)	4.8 (3.4)	65.7 (67.1)	5.4 (3.2)	- (13.2)		6.3 (5.7)
Outside N.Y. State	1971 1970	6.2 (4.9)	3.5 (5.2)	7.5 (7.5)	79.6 (70.6)	38.7 (31.5)		8.4 (9.6)
CUNY	1971 1970	81.1 (80.9)	6.2 (4.0)	8.8 (28.1)	2.9 (3.1)	3.9 (4.6)	49.3 (35.8)	56.7 (56.8)
SUNY	1971 1970	5.6 (5.5)	73.2 (81.7)	2.8 (2.7)	9.0 (13.6)	5.1 (3.3)	4.8 (6.5)	9.8 (10.8)
No Answer	1971 1970	3.3 (2.2)	2.4 (2.9)	31.9 (1.9)	4.4 (3.8)	2.3 (2.4)	4.0 (3.1)	7.8 (2.4)
Total Percent Estimated N	1971 1970	100.0 31,524	100.0 3,212	100.0 7,429	100.0 2,086	100.0 2,640	100.0 350	100.0 47,241
Total Percent Estimated N	1970	(100.0) (32,505)	(100.0) (3,721)	(100.0) (8,070)	(100.0) (2,429)	(100.0) (3,914)	(100.0) (957)	(100.0) (51,596)

TABLE 5-7

ESTIMATES OF FIRST CHOICE APPLICATION
FOR FULL-TIME CUNY STUDENTS
BY THE TYPE OF HIGH SCHOOL ATTENDED

KIND OF SCHOOL OR COLLEGE : FIRST CHOICE ONLY	Public Academic		Public Vocational		Non-Public		Total	
	1971	1970	1971	1970	1971	1970	1971	1970
Private in N.Y. City	3.0	(4.7)	4.4	(4.4)	6.0	(9.4)	4.0	(6.0)
Private in N.Y. State	2.8	(1.6)	1.6	(0.7)	2.0	(2.9)	2.5	(1.9)
Outside N.Y. State	3.6	(4.1)	3.7	(2.1)	3.1	(2.5)	3.5	(3.5)
CUNY	81.6	(80.6)	81.7	(88.6)	79.9	(79.0)	81.1	(80.9)
SUNY	6.0	(6.7)	3.1	(1.6)	5.4	(4.3)	5.6	(5.5)
No Answer	2.9	(2.4)	5.5	(2.5)	3.5	(1.9)	3.3	(2.2)
Total Percent Estimated N	100.0 19,419	(100.0) (20,486)	100.0 2,688	(100.0) (3,050)	100.0 9,417	(100.0) (8,970)	100.0 31,524	(100.0) (32,506)

public academic schools, SUNY was the first preference after CUNY in both years, though the 6.0% this year represented a slight drop of 0.7% from last year. The second and third preferences reversed between years, with outside New York State being second choice at 3.6% this year versus 4.1% or third place last year, and private New York City being second last year with 4.7% versus 3.0% or third place this year. Private New York State institutions were last in order both years, 2.8% this year and 1.6% last year.

The public vocational graduates' order of preference remained the same for both years, with private New York City institutions most preferred after CUNY, 4.4% for both years. SUNY rose from 1.6% last year to 3.1% this year, though even the latter figure is still half of the comparable public academic figure. Non-public graduates modified their preferences this year. After CUNY, they were more likely to have desired a private institution in New York City (6.0%) as their first choice, a drop of 3.4% from last year. In addition, institutions outside New York State and private ones in New York State reversed order of preference, with outside New York State fourth last year (2.5%) and in third this year with 3.1% and private New York State third last year (2.9%) and last this year (2.0%).

College Choice
for CUNY Students by Sex

Table 5-8 indicates no significant differences in the first-choice institutions of CUNY students as a function of sex between this year and last. Preference for a private institution in New York City declined for

TABLE 5-8

ESTIMATES OF FIRST CHOICE APPLICATION
FOR FULL-TIME CUNY STUDENTS
BY SEX DISTRIBUTION

KIND OF SCHOOL OR COLLEGE : FIRST CHOICE ONLY	SEX DISTRIBUTION							
	Male		Female		No Answer		Total	
	1971	1970	1971	1970	1971	1970	1971	1970
Private in N.Y. City	4.2	(6.4)	3.9	(5.5)	-	(7.1)	4.0	(6.0)
Private in N.Y. State	2.5	(1.8)	2.5	(2.0)	-	-	2.5	(1.9)
Outside N.Y. State	4.1	(4.0)	3.1	(2.9)	-	(6.2)	3.5	(3.5)
CUNY	80.2	(80.1)	81.6	(81.6)	84.0	(81.0)	81.1	(80.9)
SUNY	5.2	(5.1)	5.8	(6.1)	-	-	5.6	(5.5)
No Answer	3.7	(2.5)	3.0	(1.9)	16.0	(5.6)	3.3	(2.2)
Total Percent Estimated N	100.0 11,258	(100.0) (15,300)	100.0 20,177	(100.0) (16,793)	100.0 89	(100.0) (413)	100.0 31,524	(100.0) (32,506)

both men and women from last year to this (4.2% from 6.4% for the men and 3.9% from 5.5% for the women). In addition, the first choice of a private New York State institution showed an increase for both men and women from last year to this (2.5% from 1.8% for men and 2.5% from 2.0% for women).

College Choice
for CUNY Students by College Admissions Average

The first choice institutions of CUNY students distributed by college admissions average are shown in Table 5-9. Last year CUNY students with averages of 85% and over were almost as likely as students with averages of under 70% to have indicated CUNY as a first choice (78.7% versus 83.4%). This year the difference had a wider range, the 85% and over group being lower at 75.9% and the under 70% group being higher at 86.4%. The ranges within each of the first choice categories are wider this year than last.

For those CUNY students who applied to private schools in New York City, there was a change in application rates. Last year 6.9% of those students with averages below 70% applied, as contrasted with the 2.2% this year. Each other average group also showed a decline, with the largest proportion of applications coming from the 75-79.9% admissions average group. With the exception of the 70-74.9% category, all admissions average groups showed increases in the percent of applications to private schools in New York State, yet these percents represented the last choice for all average groups.

TABLE 5-9

ESTIMATES OF FIRST CHOICE APPLICATION
FOR FULL-TIME CUNY STUDENTS
BY COLLEGE ADMISSIONS AVERAGE

KIND OF SCHOOL OR COLLEGE : FIRST CHOICE ONLY	85% and Over		80-84.9%		COLLEGE ADMISSIONS AVERAGE				Less Than 70%		Total
	1971	1970	1971	1970	75-79.9%	70-74.9%	1971	1970	1971	1970	
Private in N.Y. City	4.1	(6.0)	4.2	(6.2)	4.8	(6.3)	3.7	(4.8)	2.2	(6.9)	4.0 (6.0)
Private in N.Y. State	3.7	(1.9)	2.2	(2.0)	2.2	(1.8)	2.8	(1.5)	0.7	(2.6)	2.5 (1.9)
Outside N.Y. State	2.2	(3.2)	3.1	(2.9)	2.8	(2.9)	5.7	(5.4)	3.9	(2.8)	3.5 (3.5)
CUNY	75.9	(78.7)	81.4	(78.6)	83.6	(82.1)	80.6	(82.5)	86.4	(83.4)	81.1 (80.9)
SUNY	10.7	(8.8)	6.7	(8.1)	3.3	(4.1)	3.8	(2.9)	1.8	(2.8)	5.6 (5.5)
No Answer	3.4	(1.4)	2.4	(2.2)	3.2	(2.8)	3.4	(2.9)	5.0	(1.5)	3.3 (2.2)
Total Percent Estimated N	100.0 6,679	(100.0) (6,604)	100.0 6,950	(100.0) (7,251)	100.0 7,816	(100.0) (8,077)	100.0 6,691	(100.0) (6,964)	100.0 3,388	(100.0) (3,610)	100.0 31,524 (32,506)

Chapter VI

Post-High School Activities by Ethnic

Identification and Parental Income

The open admissions policy of City University was established in part to broaden the educational opportunities of New York City's ethnic minorities. A distinct but related barrier to furthering educational study is parental income. The significance of both of these variables and the importance of their inter-relationships distinguishes them from the other variables and underscores the need for treatment in a separate chapter.

We know from Chapter II that Blacks are underestimated in the study. In addition, Chapter III outlined some of the ethnic characteristics of the New York City high school graduates. The post-secondary status of these graduates shall now be examined in greater depth.

College Status by Ethnic Identification

Ethnicity as related to college status is demonstrated in Table 6-1. Of all high school graduates, 73.0% were enrolled full-time in a post-secondary institution, a decrease of 2.7% from last year. This drop in full-time students was reflected by increased proportions in other categories: part-time students were 2.4% or 0.5% more than last year; those who did not apply to schools were 13.0% or 1.2% more than last year; those who were accepted to school but did not register were 7.8% or 2.1% more; and those not accepted had 1.5% or 0.4% more than last year. Looking at each ethnic group further fluctuations were apparent. The difference in percentages for the college-going rate between various ethnic groups decreased slightly from last year. The difference

TABLE 6-1

ESTIMATES OF THE POST-SECONDARY SCHOOL STATUS
BY ETHNIC IDENTIFICATION

POST-SECONDARY SCHOOL STATUS		ETHNIC IDENTIFICATION					No Answer	Total
		Puerto Rican	Latin American	Black	White	Oriental and Other		
Did Not Apply	1971	17.4	10.6	13.7	13.0	7.0	4.7	13.0
	1970	(14.6)	(13.4)	(12.0)	(12.1)	(3.6)	(11.2)	(11.8)
Not Accepted	1971	1.3	2.8	4.3	0.9	1.4	2.4	1.5
	1970	(1.5)	(1.2)	(3.3)	(0.7)	(1.6)	(0.8)	(1.1)
Accepted Not Registered	1971	14.0	9.0	9.3	6.7	7.2	5.0	7.8
	1970	(13.2)	(2.6)	(10.0)	(4.8)	(1.8)	(3.9)	(5.7)
Full-Time Student	1971	62.0	70.9	67.6	75.2	79.0	72.6	73.0
	1970	(63.1)	(66.8)	(67.0)	(77.7)	(87.8)	(77.7)	(75.7)
Part-Time Student	1971	2.9	4.1	2.3	2.3	1.2	0.8	2.4
	1970	(2.8)	(4.1)	(3.6)	(1.6)	(0.2)	(1.9)	(1.9)
No Answer	1971	2.4	2.6	2.8	1.9	4.2	14.5	2.3
	1970	(4.8)	(11.9)	(4.0)	(3.1)	(5.0)	(4.5)	(3.7)
Total Percent Estimated N	1971	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	1970	6,396	1,766	8,598	43,926	3,243	753	64,682
Total Percent Estimated N	1971	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)
	1970	(4,782)	(1,192)	(7,747)	(45,469)	(3,015)	(5,832)	(68,097)

between the ethnic groups with the lowest enrollment and the highest enrollment -- Puerto Rican and "Oriental and Other," respectively -- was 17.0% compared with 24.7% last year. The difference between Puerto Rican and White students was 13.2%, versus 14.6% last year, and the difference between Black and White students only 7.6% compared to last year's 10.7%. The greatest change in the full-time college-going rate occurred for the "Oriental and Other" group, where this year's percentage was 79.0%, keeping it the largest enrollment group, but representing a substantial drop of 8.8% from last year. The associated trend of large increases for "Oriental and Other" in the "did not apply" category (7.0% from 3.6%) and the "accepted not registered" category (7.2% from 1.8%) was also seen in other ethnic groups. For instance, Puerto Ricans, who had the largest percentage in the "did not apply" category (17.4%) and in the "accepted not registered" category (14.0%), also manifested increases in each from last year, of 2.8% and 0.8% respectively. The Black graduates showed an increase in the "did not apply" category to 13.7% from 12.0% and the White graduates demonstrated an increase in both the "did not apply" category (13.0% from 12.1%) and the "accepted not registered" group (6.7% from 4.8%). In addition, where full-time enrollment increased for Blacks, to 67.6% from 67.0% last year, part-time enrollment decreased from 3.6% to 2.3% as opposed to Puerto Rican and White graduates who showed decreases in full-time enrollment and slight increases in part-time enrollment.

Reasons for Not Applying
by Ethnic Identification

Reasons for not applying to college are broken down by ethnic background in Table 6-2 for the 13.0% of the population who did not apply to college. The four reasons considered by at least 10% of all graduates for not applying to college remained the same for both years, although the order and percentages

TABLE 6-2

ESTIMATES OF THE REASONS FOR NOT APPLYING TO COLLEGE
BY ETHNIC IDENTIFICATION

REASONS FOR NOT APPLYING		Puerto Rican	Latin American	ETHNIC IDENTIFICATION			No Answer	Total
				Black	White	Oriental and Other		
Could Not Afford	1971	13.9	22.7	17.6	9.5	12.4	19.2	11.6
	1970	(14.7)	(13.8)	(17.8)	(7.8)	(3.9)	(14.7)	(10.2)
Grades Not High Enough	1971	9.2	7.7	10.8	6.4	13.8	-	7.5
	1970	(5.8)	(14.9)	(7.4)	(5.8)	(12.7)	(8.7)	(6.5)
Did Not Want College	1971	14.8	10.8	12.1	20.5	11.2	36.7	18.2
	1970	(11.5)	(8.3)	(9.1)	(21.3)	(17.7)	(13.2)	(18.1)
Took Wrong Courses	1971	3.8	7.8	5.9	4.5	4.2	19.2	4.7
	1970	(4.7)	(9.8)	(5.1)	(5.1)	(4.4)	(8.8)	(5.5)
Wanted To Marry	1971	6.6	4.6	5.3	4.7	2.8	-	5.0
	1970	(5.9)	(6.7)	(3.6)	(4.7)	-	(1.3)	(4.4)
Wanted A Job	1971	16.2	15.0	17.4	21.8	12.5	-	20.0
	1970	(18.2)	(28.6)	(20.4)	(22.2)	(20.8)	(20.2)	(21.6)
Parents Did Not Want	1971	1.0	-	2.0	1.6	-	-	1.5
	1970	(0.2)	-	-	(1.1)	-	(0.2)	(0.8)
Military Service	1971	1.5	-	1.7	1.4	1.6	-	1.4
	1970	(2.6)	(2.0)	(1.0)	(1.5)	(3.4)	(0.9)	(1.5)
Tired Of School	1971	8.0	6.5	6.6	12.1	11.4	-	10.7
	1970	(5.5)	(2.0)	(10.0)	(14.0)	(12.9)	(11.1)	(12.3)
Family Emergency	1971	2.8	6.3	2.4	1.4	-	-	1.8
	1970	(4.3)	-	(3.6)	(1.0)	-	(2.5)	(1.7)
College Too Hard	1971	10.0	8.8	5.6	5.0	6.0	-	5.8
	1970	(14.6)	(5.8)	(11.7)	(7.4)	(7.9)	(8.0)	(8.5)
Travel Too Hard	1971	-	-	-	0.9	-	-	0.6
	1970	-	(1.8)	-	(0.5)	(7.1)	(1.5)	(0.6)
Other	1971	12.0	9.8	12.6	10.2	24.2	24.9	11.2
	1970	(12.0)	(6.3)	(10.3)	(7.6)	(9.2)	(8.7)	(8.4)
Total Percent Estimated N	1971	100.0	100.0	100.0	100.0	100.0	100.0	100.0
		2,741	462	3,099	14,920	508	57	21,787
Total Percent Estimated N	1970	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)
		(1,781)	(420)	(2,450)	(14,327)	(283)	(1,697)	(20,958)

changed slightly. For this year the order was -- "wanted a job," "did not want college," "could not afford," and "tired of school" -- while last year the last two reasons were reversed.

An analysis of the ethnic breakdowns showed variations in the order of reasons. Latin Americans and Blacks chose "could not afford" as their primary reason for non-application, with the former showing a large increase of 8.9% over last year and the Blacks a slight decrease of 0.2% from last year. The reason "did not want college" increased in percentage from last year for Puerto Ricans, Latin Americans, and Blacks and decreased for Whites and "Oriental and Other," the latter showing the largest change in that category, a decrease of 6.5%. While "wanted a job" was the primary reason for not applying last year, it remained so only for Puerto Ricans and Whites though each showed a decline in percentage from last year -- 16.2% this year from 18.2% and 21.8% this year from 22.2%, respectively. "Wanted a job" became the second most important reason for Latin Americans, Blacks, and "Oriental and Other," with each showing a decline in percentage from last year -- 15.0% this year from 28.6% last year, 17.4% this year from 20.4% last year, 12.5% this year from 20.8% last year, respectively. The category of "tired of school" became less important this year; only for Whites and "Oriental and Other" was it included in the main four reasons though each showed a decline -- 12.1% this year from 14.0% last year and 11.4% this year from 12.9% last year, respectively -- even though both Puerto Ricans and Latin Americans had increases from last year, of 2.5% and 4.5% respectively. For Blacks, the category of "grades not high enough" was listed as the fourth most important reason with 10.8%, an increase of 3.4% from last year, and in a rather substantial shift "Oriental and Other" listed this as the primary reason for non-application while it was last the previous year. Finally, a note should be added

about the category of "Other" as a reason for not applying. Because of its significant size (10.0% and over) in most ethnic groups, especially in the "Oriental and Other" group (24.2%), it is necessary to conclude that our list of reasons is by far incomplete and percentages within them must be considered with this limitation in mind.

College Choice
by Ethnic Identification

The ethnic breakdown of full-time students by first choice application to schools or colleges is indicated in Table 6-3. With only small changes in percentages from last year, all graduates had the same order of preference of institution. City University, private institutions in New York City, SUNY and outside New York State institutions each showed a slight decrease from last year; private institutions in New York State, while remaining in last place, did show a slight increase in percentage from last year.

The ethnic breakdown showed each group listing CUNY as their first choice. Latin Americans showed an increase of 1.2% from last year and Whites showed a 1.8% increase; Blacks had the largest decrease from last year, 10.1%, "Oriental and Other" had a 7.0% drop, and Puerto Ricans had a 6.3% drop. Whereas Whites had the smallest first choice preference for CUNY last year, with 55.0%, "Oriental and Other" had the smallest this year, with 50.4%. Puerto Ricans, for both years, had the largest percentage listing CUNY as its first choice, 64.9% this year and 71.2% last year.

Last year private institutions in New York City were the second preference for all groups except Blacks, who chose institutions outside of New York State as their second choice. This year just Puerto Ricans with 9.1%, remaining the same as last year, Whites with 12.0%, from 15.8% last year, and "Oriental and Other" with 12.0%, from 20.7% last year, chose private

TABLE 6-3

ESTIMATES OF FIRST CHOICE APPLICATION
FOR FULL-TIME STUDENTS
BY ETHNIC IDENTIFICATION

KIND OF SCHOOL OR COLLEGE : FIRST CHOICE ONLY	Puerto Rican	Latin American	ETHNIC IDENTIFICATION				No Answer	Total
			Black	White	Oriental and Other			
Private In N.Y. City	1971 1971	9.1 (9.1)	7.9 (19.0)	7.7 (9.1)	12.0 (15.8)	12.0 (20.7)	6.0 (12.2)	11.1 (14.7)
Private In N.Y. State	1971 1970	7.4 (4.1)	7.8 (2.5)	7.9 (5.3)	5.5 (5.9)	8.2 (6.0)	14.0 (6.1)	6.3 (5.7)
Outside N.Y. State	1971 1970	3.9 (6.1)	8.9 (4.7)	17.4 (16.0)	7.2 (9.2)	9.6 (6.2)	10.1 (10.9)	8.4 (9.6)
CUNY	1971 1970	64.9 (71.2)	62.6 (61.4)	51.6 (61.7)	56.8 (55.0)	50.4 (57.4)	59.8 (54.3)	56.7 (56.8)
SUNY	1971 1970	6.7 (5.5)	3.8 (11.6)	9.3 (5.9)	10.6 (11.8)	9.2 (8.4)	7.5 (13.8)	9.8 (10.8)
No Answer	1971 1970	7.9 (3.9)	9.0 (0.8)	6.1 (2.0)	7.8 (2.3)	10.6 (1.3)	2.6 (2.7)	7.8 (2.4)
Total Percent Estimated N	1971	100.0 3,979	100.0 1,252	100.0 5,823	100.0 33,065	100.0 2,577	100.0 546	100.0 47,242
Total Percent Estimated N	1970	(100.0) (3,018)	(100.0) (797)	(100.0) (5,208)	(100.0) (35,338)	(100.0) (2,656)	(100.0) (4,579)	(100.0) (51,596)

New York City schools second and Latin Americans along with Blacks chose outside New York State second -- with 8.9%, an increase from 4.7% last year, and 17.4%, an increase from 16.0%, respectively. Preference for private institutions in New York State showed increases from last year for each ethnic group except for the White graduates. The largest increase here came from Latin Americans, an increase of 5.3% to 7.8% this year, followed by Puerto Ricans, with an increase of 3.3% to 7.4% this year, Blacks, with an increase of 2.6% to 7.9% this year and "Oriental and Other," having an increase of 2.2% to 8.2% this year. Applications to SUNY showed a rather large decrease for Latin Americans, 7.8%, when compared to the slight changes in the other ethnic groups. Blacks, Puerto Ricans and "Oriental and Other " showed increases in applications to SUNY by 3.4%, 1.2% and 0.8% respectively.

College Enrollment
by Ethnic Identification

The type of school in which graduates are enrolled full-time is analyzed by ethnic breakdown in Table 6-4. A majority of students in each ethnic group went to CUNY institutions: Latin Americans with 76.4%, Blacks with 71.2%, and Whites with 65.8%, each showing increases over last year of 5.6%, 1.9% and 3.9% respectively. Puerto Ricans with 73.2% and "Oriental and Other " with 61.4% showed decreases from last year of 0.6% and 4.4% respectively. Puerto Ricans, Latin Americans and Blacks had a larger percentage of students listing CUNY four-year schools than last year, increases of 9.3%, 5.7% and 6.0%, respectively, and both Puerto Ricans and Blacks showed a decrease in percentage for the number listing CUNY two-year colleges. Yet it should be remembered that the sample overestimates four-year CUNY students and underestimates two-year CUNY students. Puerto

TABLE 6-4

ESTIMATES OF THE LEVEL OF SCHOOL ATTENDING
FOR FULL-TIME STUDENTS
BY ETHNIC IDENTIFICATION

LEVEL OF SCHOOL ATTENDING	Puerto Rican	Latin American	ETHNIC IDENTIFICATION				No Answer	Total
			Black	White	Oriental and Other			
CUNY 4-Year								
1971	42.8	48.3	42.1	42.5	45.6	32.8	42.7	
1970	(33.5)	(42.6)	(36.1)	(40.8)	(46.9)	(42.0)	(40.3)	
CUNY other								
1971	30.4	28.1	29.1	23.3	15.8	41.0	24.5	
1970	(40.2)	(28.1)	(33.2)	(21.1)	(18.3)	(26.4)	(23.8)	
SUNY 4-Year								
1971	3.8	3.2	2.6	5.4	5.4	1.6	4.8	
1970	(1.8)	(3.1)	(3.3)	(6.1)	(6.1)	(7.8)	(5.7)	
SUNY Other								
1971	2.3	0.4	2.4	2.0	1.8	0.7	2.0	
1970	(2.2)	(4.2)	(0.4)	(1.7)	(0.9)	(2.3)	(1.7)	
Private N.Y. City								
1971	14.2	12.6	9.8	17.0	20.5	7.6	15.8	
1970	(14.4)	(16.2)	(12.6)	(17.2)	(19.4)	(8.9)	(15.9)	
Private N.Y. State								
1971	3.0	1.44	4.4	4.6	5.1	11.8	4.4	
1970	(2.9)	-	(3.0)	(5.5)	(2.9)	(4.6)	(4.8)	
Outside N.Y. State								
1971	3.5	6.0	9.6	5.2	5.8	4.5	5.6	
1970	(4.8)	(5.7)	(11.3)	(7.6)	(5.4)	(8.0)	(7.7)	
Total Percent Estimated N	1971 100.0 3,919	100.0 1,214	100.0 5,777	100.0 32,889	100.0 2,571	100.0 521	100.0 46,891	
Total Percent Estimated N	1970 (100.0) (2,981)	(100.0) (777)	(100.0) (5,059)	(100.0) (34,622)	(100.0) (2,616)	(100.0) (4,579)	(100.0) (50,634)	

Rican and Black enrollment in SUNY institutions increased over last year and the Latin American enrollment decreased. Attendance at private New York City institutions was second to CUNY registration for all groups, although there were decreases from last year in all but the "Oriental and Other " group. Blacks still showed the largest enrollment of all groups in outside New York State institutions although its percentage decreased somewhat from last year.

Reasons for Enrolling
by Ethnic Identification

Reasons given by full-time students for enrolling in a specific institution are shown in Table 6-5 for each ethnic group. The four most important reasons considered by at least 10% of all students were in the same order as last year and had only small fluctuations in percentages: "good reputation" (20.2%), "inexpensive" (19.3%), "near home" (17.5) and "special programs" (12.8%). This year each ethnic group listed these same reasons as their four most important but the rank order differed among them. "Good reputation" was considered most important by all groups except Latin Americans, who considered it third with 13.8%, a 3.8% decrease from last year.

Showing a slight decrease of 0.5%, Latin Americans still chose "inexpensive" as their most important reason, 19.6%, while Whites and "Oriental and Other" listed it as second -- 21.1% and 18.5% respectively. While "inexpensive" was the least important of the four main reasons for Puerto Rican students, there was a 1.5% increase from last year's 12.5%. Latin Americans again varied from other groups by selecting "near home" second (14.0% this year from 17.5% and third last year). "Special programs" seemed especially important to Puerto Ricans (14.8%) and Blacks (14.5%), both listing it

TABLE 6-5

ESTIMATES OF THE REASONS FOR ENROLLING IN A COLLEGE
FOR FULL-TIME STUDENTS BY ETHNIC IDENTIFICATION

REASONS FOR ENROLLING		ETHNIC IDENTIFICATION					No Answer	Total
		Puerto Rican	Latin American	Black	White	Oriental and Other		
Good Reputation	1971	17.8	13.8	17.8	21.2	19.3	21.2	20.2
	1970	(12.1)	(17.6)	(17.1)	(21.7)	(18.5)	(22.8)	(20.6)
Inexpensive	1971	14.0	19.6	13.1	21.1	18.5	17.7	19.3
	1970	(12.5)	(20.1)	(10.2)	(19.8)	(18.9)	(20.1)	(18.5)
Near Home	1971	14.4	14.0	14.4	18.6	17.0	18.5	17.5
	1970	(16.8)	(17.5)	(14.2)	(18.3)	(15.4)	(17.4)	(17.6)
Friends Go There	1971	2.6	3.4	2.2	3.7	3.4	1.5	3.4
	1970	(4.8)	(2.4)	(1.8)	(3.8)	(2.5)	(3.7)	(3.6)
Parents Wanted It	1971	2.2	2.5	3.9	2.9	3.2	1.3	3.0
	1970	(2.9)	(4.0)	(4.2)	(3.7)	(4.7)	(2.6)	(3.7)
Away From Home	1971	3.8	2.2	5.3	4.1	5.4	6.2	4.3
	1970	(3.4)	(2.8)	(6.0)	(5.0)	(4.8)	(5.8)	(5.0)
Special Program	1971	14.8	12.6	14.5	12.3	11.1	13.2	12.8
	1970	(14.6)	(16.0)	(12.9)	(11.6)	(11.5)	(10.6)	(11.9)
Financial Aid	1971	13.0	9.6	12.3	2.8	6.8	6.6	5.2
	1970	(11.6)	(4.0)	(14.4)	(2.6)	(5.2)	(4.3)	(4.5)
Only Acceptance	1971	5.6	8.9	5.9	3.5	4.3	2.9	4.1
	1970	(6.1)	(1.8)	(6.6)	(2.7)	(4.2)	(3.4)	(3.4)
It Was Suggested	1971	6.0	7.6	4.9	3.8	3.2	4.2	4.2
	1970	(8.2)	(6.8)	(6.4)	(4.4)	(4.0)	(4.1)	(4.8)
Other	1971	5.8	5.8	5.6	5.9	7.6	6.6	6.0
	1970	(6.8)	(7.2)	(6.1)	(6.3)	(10.3)	(5.2)	(6.4)
Total Percent Estimated N	1971	100.0	100.0	100.0	100.0	100.0	100.0	100.0
		10,709	3,170	15,894	90,393	7,119	1,422	128,707
Total Percent Estimated N	1970	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)
		(7,262)	(2,024)	(12,088)	(89,680)	(6,515)	(12,258)	(29,827)

second, and least important, being in fourth place, for Latin Americans (12.6%), Whites (12.3%), and "Oriental and Other" (11.1%). Availability of financial aid was more important to Blacks (14.4%) than any other group last year but it declined to 12.3% this year and Puerto Ricans listed it as more important with 13.0%, an increase of 1.4% from last year.

Parental Income and Post-High School Activities

Having described the effects ethnicity might have upon college plans, we will now examine the effects of income on post-high school activities.

College Status by Parental Income

Post-secondary school status and income is shown in Table 6-6. Among all high school graduates there was a decline in the percentage of full-time students and a corresponding increase in the "did not apply" and "accepted not registered" categories. The breakdown by income for the full-time student this year was not as smooth as last year.

Perhaps the best way of clarifying the variations among full-time students was to look at the changes in the "did not apply" category. Three of the lower income categories showed decreases from last year: less than \$3,700 with 15.5%, a decrease of 1.0% from last year, \$5,000 to \$7,499 with 13.5% or a 1.7% drop, and \$7,500 to \$9,999 with 11.1% or a 1.6% drop. One lower income group and all the high income groups showed varying rates of increase: \$3,700 to \$4,999 had 17.4%, a 1.4% increase, \$10,000 to \$12,499 had 11.8%, a 0.1% increase, \$12,500 to \$14,999 had 13.8%, a 3.8% increase and finally the \$15,000 and over income group nearly doubled since last year, now having 8.9% from the 4.6%. In addition, the percentages that were accepted but did not register rose within each income group over last year

TABLE 6-6
ESTIMATES OF THE POST-SECONDARY SCHOOL STATUS
BY PARENTAL INCOME

POST-SECONDARY SCHOOL STATUS	PARENTAL INCOME									
	Less Than \$3,700	\$3,700- \$4,999	\$5,000- \$7,999	\$7,500- \$9,999	\$10,000- \$12,499	\$12,500- \$14,999	\$15,000 and Over	No Answer	Total	
Did Not Apply										
1971	15.5	17.4	13.5	11.1	11.8	13.8	8.9	18.6	13.0	
1970	(16.5)	(16.0)	(15.2)	(12.7)	(11.7)	(10.0)	(4.6)	(10.1)	(11.8)	
Not Accepted										
1971	2.8	2.0	1.4	1.9	1.1	0.5	0.9	1.9	1.5	
1970	(2.2)	(0.8)	(2.2)	(0.9)	(1.1)	(0.8)	(0.3)	(0.9)	(1.1)	
Accepted Not Registered										
1971	10.1	12.0	9.6	7.4	6.2	5.6	5.9	9.2	7.8	
1970	(10.7)	(8.6)	(6.8)	(4.7)	(4.0)	(5.9)	(2.9)	(6.0)	(5.7)	
Full-Time Student										
1971	65.5	62.4	70.6	75.4	76.8	76.6	80.4	63.4	73.0	
1970	(64.6)	(66.3)	(69.4)	(76.5)	(78.2)	(79.5)	(89.0)	(75.2)	(75.7)	
Part-Time Student										
1971	3.6	2.2	2.0	1.7	2.5	2.6	2.1	3.2	2.4	
1970	(2.8)	(3.5)	(1.8)	(2.5)	(1.4)	(1.7)	(0.5)	(1.8)	(1.9)	
No Answer										
1971	2.5	3.9	2.9	2.5	1.6	0.9	1.7	3.8	2.3	
1970	(3.2)	(4.7)	(4.4)	(2.7)	(3.7)	(2.1)	(2.6)	(6.0)	(3.7)	
Total Percent Estimated N										
1971	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
	5,225	5,720	9,628	11,989	10,848	7,520	9,089	4,663	64,682	
Total Percent Estimated N										
1971	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	
	(4,656)	(5,403)	(9,928)	(13,064)	(11,034)	(6,682)	(8,038)	(9,292)	(68,097)	

except in the less than \$3,700 group and \$12,500 to \$14,999 group which showed slight decreases.

The data indicated that generally lower income students applied more frequently to college than last year and higher income students decreased in their application rates to college.

Reasons for Not Applying
by Parental Income

Students' reasons for not applying to college are given by income breakdown in Table 6-7. All income groups chose "wanted a job" as the most important reason for not applying, except the highest group \$15,000 and over, and the higher incomes placed a larger emphasis on this reason than most of the lower incomes. "Did not want college" was a less important reason for the lower incomes than for the higher income group and the highest group, \$15,000 and over, found it the most important of all with 21.8%. While this was true, the low income students showed a greater percentage change in this category than did the high income students. For example, 16.0% of the students with incomes less than \$3,700 listed "did not want college," a 3.1% increase from last year, compared to the 1.1% increase to 21.8% for the \$15,000 and over category.

As might be expected, "could not afford" was a more important reason for non-application with the lower income groups -- less than \$3,700 (18.2% this year compared to 15.0% last year), \$3,700 to \$4,999 (15.9% from 17.0%), \$5,000 to \$7,499 (15.5% from 11.9%) and \$7,500 to \$9,999 (13.2% this year from 8.2% last year) -- with all but the second showing increases from last year. For the higher income groups "could not afford" was a less important reason with none of these groups having more than 10.0% listing this choice. As last year the high income groups were more likely to choose "tired of school" as a reason than the low income students. The lower income groups considered "took wrong courses," "grades not high enough"

TABLE 6-7
ESTIMATES OF THE REASONS FOR NOT APPLYING TO COLLEGE
BY PARENTAL INCOME

REASONS FOR NOT APPLYING	Less Than \$3,700	\$3,700- \$4,999	\$5,000- \$7,999	PARENTAL INCOME				\$12,500- \$14,999	\$15,000 and Over	No Answer	Total
				\$7,500- \$9,999	\$10,000- \$12,499	\$12,500- \$14,999	\$15,000 and Over				
Could Not Afford	18.2 1971 (15.0) 1970	15.9 (17.0)	15.5 (11.9)	13.2 (8.2)	9.2 (7.9)	3.8 (4.1)	6.6 (4.8)	8.4 (10.0)	11.6 (10.2)		
Grades Not High Enough	8.4 1971 (3.7) 1970	10.3 (6.0)	8.5 (7.4)	7.3 (6.5)	4.7 (5.3)	6.4 (8.6)	6.0 (5.7)	9.5 (8.1)	7.5 (6.5)		
Did Not Want College	16.0 1971 (12.9) 1970	15.6 (13.2)	13.8 (18.5)	18.4 (20.9)	21.0 (19.7)	20.0 (20.8)	21.8 (20.7)	20.7 (16.6)	18.2 (18.1)		
Took Wrong Courses	6.4 1971 (2.4) 1970	2.6 (5.6)	8.0 (4.8)	6.0 (6.3)	5.4 (4.7)	3.4 (6.9)	1.8 (6.5)	1.7 (7.1)	4.7 (5.5)		
Wanted To Marry	5.0 1971 (3.7) 1970	5.1 (6.2)	2.2 (6.4)	5.8 (2.9)	5.7 (3.8)	5.6 (4.3)	5.2 (2.8)	5.7 (3.8)	5.0 (4.4)		
Wanted A Job	20.1 1971 (20.7) 1970	16.8 (22.0)	18.3 (20.2)	19.1 (23.3)	22.7 (22.4)	22.9 (22.8)	21.1 (29.0)	19.5 (16.8)	20.0 (21.6)		
Parents Did Not Want	1.1 1971 (0.2) 1970	1.9 (1.1)	0.6 (0.8)	1.3 (1.0)	1.5 (0.7)	3.8 (1.6)	0.2 -	1.2 (0.5)	1.5 (0.8)		
Military Service	0.8 1971 (4.2) 1970	1.8 (1.6)	1.2 (1.5)	3.0 (1.0)	0.5 (1.3)	1.5 (0.3)	0.8 (2.3)	1.1 (1.0)	1.4 (1.5)		
Tired Of School	8.3 1971 (7.7) 1970	8.3 (10.3)	7.0 (10.4)	9.3 (14.8)	12.9 (14.4)	14.9 (13.0)	16.0 (12.2)	10.3 (13.5)	10.7 (12.3)		
Family Emergency	3.3 1971 (4.2) 1970	3.0 (2.3)	3.0 (1.8)	1.5 (0.7)	0.9 (0.5)	0.8 (1.1)	0.7 (0.9)	0.8 (2.9)	1.8 (1.7)		
College Too Hard	4.6 1971 (13.6) 1970	8.0 (7.3)	8.3 (7.8)	3.6 (6.7)	5.2 (8.9)	4.5 (7.2)	5.5 (7.9)	7.1 (10.2)	5.8 (8.5)		
Travel Too Hard	0.9 1971 (1.0) 1970	0.5 (1.1)	0.4 (0.2)	0.3 (0.2)	0.9 (0.7)	0.4 (1.2)	0.7 -	0.8 (0.6)	0.6 (0.6)		
Other	6.9 1971 (10.7) 1970	10.2 (6.3)	13.3 (8.2)	11.1 (7.5)	9.4 (9.6)	11.8 (8.1)	13.4 (7.1)	13.3 (8.9)	11.2 (8.4)		
Total Percent Estimated N	1971 1970	100.0 2,140	100.0 2,666	100.0 3,400	100.0 3,442	100.0 3,418	100.0 2,590	100.0 2,006	100.0 21,787		
Total Percent Estimated N	1970	(100.0) (2,027)	(100.0) (2,258)	(100.0) (4,017)	(100.0) (4,294)	(100.0) (3,373)	(100.0) (1,616)	(100.0) (860)	(100.0) (20,958)		

and "college too hard" more frequently than the higher income groups. While the absolute numbers may not be great, the lower income groups more frequently listed financial and academic limitations as barriers to college attendance while higher income groups seemed to consider other reasons.

College Choice
by Parental Income

The first choice institution of all full-time college students is detailed in Table 6-8 by income group. While CUNY was preferred for each group over the other categories, there was an almost smooth decline in percentage as income increased. The \$3,700 to \$4,999 income group had the largest percentage applying to CUNY (68.2%), less than \$3,700 had the next largest (64.5%), and, starting with the \$5,000 to \$7,499 group (60.9%), there was a steady decline until the smallest percentage of 40.4% in the \$15,000 and over group.

The lowest income group chose private institutions in New York City after CUNY, but SUNY was displaced, with institutions outside of New York State now being the second most frequent choice, with only the latter category showing an increase from last year. The trend switched for the \$3,700 to \$4,999 group, with SUNY rising to first preference after CUNY from third last year (to 7.6% from 5.5%), outside New York State remaining second (6.6%, a small drop from 6.9%) and private in New York City changing from first preference last year to third this year (6.2% this year from 14.4%). For the middle incomes (\$5,000 to \$7,499, \$7,500 to \$9,999, \$10,000 to \$12,499), however, private institutions in New York City remained an important choice, though each of these groups showed a

TABLE 6-8
ESTIMATES OF FIRST CHOICE APPLICATION
FOR FULL-TIME STUDENTS
BY PARENTAL INCOME

KIND OF SCHOOL OR COLLEGE : FIRST CHOICE ONLY	Less Than \$3,700	\$3,700- \$4,999	\$5,000- \$7,499	PARENTAL INCOME				\$15,000 and Over	No Answer	Total
				\$7,500- \$9,999	\$10,000- \$12,499	\$12,500- \$14,999	\$14,999+			
Private In N.Y. City										
1971	11.2	6.2	10.4	12.4	12.0	11.6	11.9	8.8	11.1	
1970	(11.4)	(14.4)	(14.7)	(17.3)	(16.4)	(12.5)	(14.7)	(11.8)	(14.7)	
Private In N.Y. State										
1971	5.1	3.0	7.5	5.8	6.9	6.2	8.4	3.6	6.3	
1970	(4.3)	(4.7)	(5.4)	(4.1)	(5.5)	(7.0)	(9.8)	(4.6)	(5.7)	
Outside N.Y. State										
1971	6.5	6.6	6.1	6.9	5.8	8.9	17.1	6.8	8.4	
1970	(5.8)	(6.9)	(8.7)	(7.4)	(6.6)	(9.7)	(20.5)	(9.6)	(9.6)	
CUNY										
1971	64.5	68.2	60.9	59.4	56.4	52.1	40.4	65.7	56.7	
1970	(69.0)	(64.6)	(62.6)	(59.9)	(58.6)	(50.6)	(36.5)	(60.6)	(56.8)	
SUNY										
1971	5.4	7.6	8.1	8.9	9.9	13.8	14.4	5.6	9.8	
1970	(6.9)	(5.5)	(6.6)	(9.3)	(11.3)	(16.4)	(16.7)	(10.8)	(10.8)	
No Answer										
1971	7.3	8.4	7.0	6.7	9.0	7.4	7.9	9.4	7.8	
1970	(2.6)	(3.8)	(2.0)	(2.0)	(1.7)	(3.7)	(1.8)	(2.6)	(2.4)	
Total Percent Estimated N	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
1971	3,438	3,572	6,822	9,045	8,328	5,768	7,313	2,956	47,242	
Total Percent Estimated N	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
1970	(3,006)	(3,587)	(6,908)	(10,007)	(8,626)	(5,312)	(7,162)	(6,988)	(51,596)	

decrease in percentage from last year (decreases of 4.3%, 4.9% and 4.4% respectively); and each considered SUNY next, with the first category showing an increase in preference as well as percentage (a 1.5% increase) from last year. Unlike all the other groups, the \$15,000 and over group chose outside New York State institutions as a first preference, its 17.1% representing a decrease of 3.4% from last year, however. The percentages choosing private institutions in New York City were similar for the two highest income groups, 11.6% for \$12,500 to \$14,999 and 11.9% from \$15,000 and over, though the category held a different order of importance for the two groups.

When looking at CUNY as a first choice as compared with SUNY as a first choice, we see that for SUNY as income increases, so do the percentages of applications, while the percentages decrease for CUNY. The increasing progression of percentages with increasing income also appeared for the other three choice categories but was manifested less smoothly.

College Enrollment
by Parental Income

Full-time student enrollment by income level is shown in Table 6-9. Attendance at a CUNY institution generally decreased as level of income increased. While the \$3,700 to \$4,999 level (with 76.9%) had a larger percentage than the less than \$3,700 level (with 74.6%), starting with the \$5,000 to \$7,499 group there was a steady decline of percentages with increasing income through the \$15,000 and over group, but each income level showed an increase in percentages from last year. The largest enrollment after CUNY was in private institutions in New York City, with percentages increasing as income increased; within this category, however, the first five lower income groups showed a decrease from last year -- of 1.2%, 7.2%,

TABLE 6-9
ESTIMATES OF THE LEVEL OF SCHOOL ATTENDING
FOR FULL-TIME STUDENTS
BY PARENTAL INCOME

LEVEL OF SCHOOL ATTENDING		PARENTAL INCOME										No Answer	Total
		Less Than \$3,700	\$3,700- \$4,999	\$5,000- \$7,499	\$7,500- \$9,999	\$10,000- \$12,499	\$12,500- \$14,999	\$15,000 and Over					
CUNY 4-Year	1971	41.3	42.9	45.2	44.2	45.1	42.8	36.6	42.0	42.7			
	1970	(32.4)	(37.6)	(41.4)	(42.1)	(44.3)	(45.2)	(31.8)	(41.7)	(40.3)			
CUNY Other	1971	33.3	34.0	25.6	26.6	23.6	19.7	14.2	31.7	24.5			
	1970	(41.4)	(33.1)	(26.2)	(23.9)	(21.6)	(16.8)	(12.3)	(29.0)	(23.8)			
SUNY 4-Year	1971	3.2	2.6	3.3	4.2	3.1	7.7	9.7	2.1	4.8			
	1970	(3.4)	(2.2)	(4.0)	(4.4)	(5.1)	(6.4)	(11.6)	(5.8)	(5.7)			
SUNY Other	1971	2.5	2.0	2.5	1.6	1.8	1.7	2.6	0.7	2.0			
	1970	(1.1)	(1.0)	(1.5)	(1.8)	(1.3)	(3.1)	(1.4)	(1.9)	(1.7)			
Private N.Y. City	1971	13.6	12.2	14.1	16.8	17.1	16.6	17.0	15.8	15.8			
	1970	(14.8)	(19.4)	(16.0)	(18.1)	(17.8)	(14.6)	(15.3)	(10.9)	(15.9)			
Private N.Y. State	1971	2.4	2.3	5.0	3.3	4.9	5.2	7.1	2.4	4.4			
	1970	(3.1)	(2.2)	(3.4)	(3.5)	(4.6)	(6.8)	(10.0)	(3.4)	(4.8)			
Outside N.Y. State	1971	3.5	4.0	4.4	3.3	4.3	6.2	12.8	5.2	5.6			
	1970	(3.6)	(4.4)	(7.5)	(6.1)	(5.3)	(7.0)	(17.6)	(7.1)	(7.7)			
Total Percent Estimated N	1971	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0			
	1970	3,400	3,543	6,765	8,989	8,275	5,731	7,254	2,934	46,891			
Total Percent Estimated N	1970	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)			
		(2,955)	(3,492)	(6,796)	(9,772)	(8,461)	(5,220)	(7,007)	(6,931)	(50,634)			

1.9%, 1.3% and 0.7%, respectively -- and only the two highest, \$12,500 to \$14,999 and \$15,000 and over, had increases from last year -- of 2.0% and 1.7% respectively.

Four-year SUNY institutions generally exhibited the trend previously mentioned, that for high income groups there was a higher rate of attendance than for low income groups, yet almost each income category showed a decrease from last year. For example, the income category of over \$15,000 last year showed 11.6% of its students attending SUNY, but enrolled only 9.7% this year, a 1.9% decrease and almost the largest decrease for any income group. The lower income groups showed rather slight variations, with the largest variation occurring in the \$5,000 to \$7,499 level, a variation of 0.7% (from 4.0% last year to 3.3% this year). Two income groups did show an increase for SUNY four-year -- \$3,700 to \$4,999 and \$12,500 to \$14,999.

Finally, the data indicated that within the categories private New York State and outside New York State, even though decreases in percentages from last year were exhibited, the graduates with the highest incomes were more likely to be in attendance there. Within CUNY itself, attendance at four-year colleges increased in percentage with increases in income until \$12,500 when enrollment began to decline, while at two-year colleges there was an overall decline in percentages as income increased.

Reasons for Enrolling
by Parental Income

The reasons full-time students listed for enrolling in specific institutions are given by income in Table 6-10. Although "financial aid" was not among the four most important reasons for any of the income levels, it showed discrimination between groups; the less than \$3,700 group gave it 12.7%, a

TABLE 6-10

ESTIMATES OF THE REASONS FOR ENROLLING IN A COLLEGE
FOR FULL-TIME STUDENTS BY PARENTAL INCOME

REASONS FOR ENROLLING		PARENTAL INCOME										No Answer	Total
		Less Than \$3,700	\$3,700- \$4,999	\$5,000- \$7,499	\$7,500- \$9,999	\$10,000- \$12,499	\$12,500- \$14,999	\$15,000 and Over					
Good Reputation	1971	16.6	15.4	19.3	19.1	20.9	22.5	23.3	22.0	20.2			
	1970	(15.8)	(15.8)	(17.9)	(21.3)	(21.7)	(22.1)	(23.5)	(21.2)	(20.6)			
Inexpensive	1971	14.7	16.6	19.2	22.0	21.5	20.1	16.4	18.8	19.3			
	1970	(14.0)	(15.1)	(17.5)	(19.6)	(21.7)	(20.7)	(15.7)	(18.4)	(18.5)			
Near Home	1971	16.4	16.2	16.1	18.0	18.8	18.1	17.0	18.6	17.5			
	1970	(13.5)	(16.0)	(17.8)	(17.8)	(18.5)	(18.7)	(17.0)	(18.3)	(17.6)			
Friends Go There	1971	3.0	2.7	2.9	3.2	4.0	3.0	3.7	4.4	3.4			
	1970	(3.7)	(3.5)	(3.9)	(3.5)	(3.8)	(3.0)	(3.1)	(3.9)	(3.6)			
Parents Wanted It	1971	3.6	2.1	2.6	2.0	3.5	2.5	4.6	2.3	3.0			
	1970	(3.5)	(4.4)	(2.6)	(3.3)	(3.6)	(4.9)	(4.9)	(2.9)	(3.7)			
Away From Home	1971	3.6	2.9	4.0	2.9	3.2	4.9	8.7	2.5	4.3			
	1970	(4.0)	(3.6)	(4.4)	(4.0)	(3.7)	(4.4)	(10.2)	(5.2)	(5.0)			
Special Program	1971	14.5	14.1	13.7	13.1	12.2	12.6	11.4	11.3	12.8			
	1970	(13.8)	(14.1)	(13.6)	(12.0)	(10.4)	(11.7)	(10.1)	(11.8)	(11.9)			
Financial Aid	1971	12.7	11.4	7.9	5.2	2.9	2.8	1.6	3.8	5.2			
	1970	(10.8)	(11.3)	(7.0)	(3.8)	(3.2)	(2.4)	(1.4)	(4.2)	(4.5)			
Only Acceptance	1971	5.9	6.4	3.9	4.2	3.4	4.2	3.1	3.7	4.1			
	1970	(5.9)	(5.0)	(3.1)	(3.5)	(2.9)	(2.1)	(3.0)	(3.8)	(3.4)			
It Was Suggested	1971	4.4	5.1	5.3	4.0	4.2	3.5	3.6	4.0	4.2			
	1970	(6.8)	(5.1)	(6.0)	(5.1)	(4.1)	(3.9)	(4.0)	(4.4)	(4.8)			
Other	1971	4.6	7.3	5.1	6.2	5.4	5.8	6.4	8.7	6.0			
	1970	(8.0)	(6.0)	(6.3)	(6.1)	(6.6)	(6.1)	(7.1)	(5.8)	(6.4)			
Total Percent Estimated N	1971	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0			
	1970	9,291	9,646	18,498	24,786	23,068	15,738	20,074	7,606	128,707			
Total Percent Estimated N	1970	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)			
	1970	(7,270)	(8,300)	(17,161)	(25,486)	(21,899)	(13,752)	(18,194)	(17,765)	(129,827)			

slight 1.9% increase from last year, and \$15,000 and over gave it only 1.6% compared to 1.4% last year. The four most important reasons for enrollment were the same for each income level but the rank order changed, with the exception of special program which was listed fourth by all income levels. While "good reputation" showed increasing proportions as income increased, it was the most important reason for only half of the groups: less than \$3,700 (with 16.6%, a slight increase of 0.8% from last year), \$5,000 to \$7,499 (with 19.3% this year from 17.9%), \$12,500 to \$14,999 (with 22.5% from 22.1%) and \$15,000 and over (with 23.3% from 23.5% last year). The three remaining income groups all chose "inexpensive" as their first reason -- \$3,700 to \$4,999 (with 16.6%, an increase of 1.5%), \$7,500 to \$9,999 (with 22.0%, a 2.4% increase), and \$10,000 to \$12,499 (with 20.1%, a 0.6% decrease) -- compared with "good reputation" being a third reason for the \$3,700 to \$4,999 group, and being a second reason for the other two income groups. "Inexpensive" was the third reason (14.7%) of the lowest group this year, an increase of 0.7% from last, when it placed second, and "near home" showed a 2.9% increase from last year, shifting from fourth to second choice. For both "inexpensive" and "near home" there was a general increase in percentages as income increased until \$12,500 to \$14,999, which had 20.1% and 18.1% for each reason, respectively, and then there was a decrease in the \$15,000 and over group to 16.4% and 17.0% respectively.

College Enrollment
by Ethnic Identification, Parental Income and Grades

We have seen that college attendance varied as a function of ethnicity, income and college admissions average. To better examine the possible effects of the inter-relationships among these variables, we condensed the categories

within the variables and derived the following classifications. For parental income, we now had the categories of high income (\$12,500 and over), medium income (\$7,500-\$12,499) and low income (under \$7,500). Grades were also divided into three categories, high (80% and over), medium (70% - 79.9%) and low (under 70%), and the ethnic groups identified were Black, White and Puerto Rican. The college attendance ratios used in this analysis were based on proportion of graduates who were full-time students and for whom income, grades and ethnicity were listed.

College attendance ratios for full-time students based on income, grades and ethnicity are shown in Table 6-11. Because data in Table 6-11 are derived from all forms of post-secondary institutions, they do not differentiate between enrollments in the two-year and four-year college.

Some variance in college attendance as related to family income is described by Table 6-11. Controlling for ethnicity and grades, data indicated that as income increases, the college attendance rates showed progressively larger decreases from last year; the rate for lower income students was .704, a drop of .002, for medium income .785, a drop of .011, and for high income .819, a drop of .045. The range of .704 to .819 was smaller than the .158 range (.706 to .864) seen last year. When we examined the effects of income across grades, the ranges also decreased from last year. For high grade students, the attendance rates varied from .861 to .919 (a .058 range) for all three income groups compared to a range of .832 to .930 (.098) last year; for medium grade students the range was from .667 to .743 compared to .697 to .817 last year. This year, however, the medium income group had a slightly greater attendance rate (.743) than the high income group (.738); and the range for low grade students was .526 to .551 compared to the .544 to .590 spread last year.

TABLE 6-11
COLLEGE ATTENDANCE RATIOS
BY
GRADES, PARENTAL INCOME AND ETHNIC IDENTIFICATION

PARENTAL INCOME AND ETHNIC IDENTIFICATION	GRADES							
	High		Medium		Low		Total	
	1971	1970	1971	1970	1971	1970		
<u>Low Income</u>								
Puerto Rican	.871	(.769)	.615	(.707)	.569	(.491)	.666	(.686)
Black	.892	(.789)	.745	(.710)	.561	(.603)	.709	(.684)
White	.852	(.853)	.647	(.684)	.520	(.498)	.722	(.724)
Total	.861	(.832)	.667	(.697)	.551	(.544)	.704	(.706)
<u>Medium Income</u>								
Puerto Rican	.936	(.932)*	.755	(.655)	.322*	(.349)*	.756	(.685)
Black	.905	(.937)	.784	(.799)	.571	(.759)	.744	(.817)
White	.889	(.877)	.736	(.751)	.530	(.552)	.792	(.798)
Total	.892	(.880)	.743	(.752)	.526	(.590)	.785	(.796)
<u>High Income</u>								
Puerto Rican	.770*	(.745)*	.582*	(.586)*	-	-	.649	(.660)
Black	.979	(.883)*	.799	(.846)	.706*	(.333)*	.834	(.773)
White	.919	(.933)	.737	(.819)	.534	(.606)	.821	(.870)
Total	.919	(.930)	.738	(.817)	.548	(.582)	.819	(.864)
<u>Total</u>								
Puerto Rican	.882	(.793)	.636	(.700)	.523	(.472)	.683	(.683)
Black	.910	(.850)	.761	(.742)	.572	(.627)	.731	(.720)
White	.894	(.893)	.716	(.752)	.528	(.546)	.788	(.802)
Total	.894	(.886)	.713	(.745)	.542	(.565)	.769	(.784)

*Cell based on less than 200 weighted responses and not considered reliable.

The small ranges displayed this year when examining income suggests as last year that income has minor influence on college attendance.

The effects of grades, however, are more substantial. The college-going ratio for high grades students was .894, an increase of .008 from last year, compared to .713 for medium grade students, a drop of .032 from last year, and .542, or a .023 drop from last year, for low grade students. The difference of .352 between the high and low grade groups was more than twice as great as the difference of .115 between the highest and lowest income groups, and showed a greater gap than the corresponding differences of .321 and .158 last year.

With income controlled, grade differences were upheld and showed fluctuations from last year as well. For high income students, those with high grades had a .919 college-going ratio, a drop of .011 from last year, compared with .548, a drop of .034 from last year, for low grades students. For low income students, those with high grades had an .861 college-going ratio, a .029 increase from last year, compared with .551, a .007 increase from last year, for low grade students. The ranges for each category were greater than last year and it became evident that once grades had been earned, they, rather than income, became the variable most related to college attendance.

Finally, ethnicity and college attendance rates are noted. There was a different college-going rate by ethnicity with a slight increase from last year for Blacks (.731 from .720), a decrease for Whites (.788 from .802) and a stable rate for Puerto Ricans (.683). In analyzing the ethnic breakdown for each income-grade cell, the data indicated some ethnic differences. For Puerto Ricans with high grades and medium incomes and for Puerto Ricans with low grades and low income there were higher college-going rates than for

the other two ethnic groups. In six of the nine income-grade cells, Blacks sent a greater proportion of students to college than the other ethnic groups; and for Blacks with high grades and low and high incomes, increases of .103 and .096, respectively, in the college-going rate were evident. This was contrasted with the lower proportion of Blacks with low grades regardless of income (in cells where over 200 Blacks were represented). In seven income-grade cells, Whites showed decreases from last year in college attendance. The increases occurred in the low grade-low income cell (from .498 to .520) and the high medium income cell (from .877 to .889).

When we controlled for income, we saw that for high grades, Blacks had a college-going rate of .910, a .060 increase from last year, whereas Whites had .894, a .001 increase, and Puerto Ricans now had a .882 attendance rate compared to .793 last year. This order remained the same -- Blacks, Whites and Puerto Ricans -- for each category. As noted, however, for total enrollments, Whites sent the greatest proportion to college (.788) followed by Blacks (.731) and Puerto Ricans (.683).

Chapter VII

The Effects of a Voucher Proposal
on Post-High School Plans

With the implementation of the open admissions policy at the City University, there has been an attendant overcrowding in its component institutions. At the same time, there has been a noticeable decline in the freshman enrollments at private institutions in New York City. Whether these events are connected in any direct relationship is not within the scope of the current study. What we shall be examining is one method which may be employed in an attempt to redistribute the student population so maximum use can be made of all post-secondary institutions in New York State.

One method proposed is the use of an educational voucher, a system of providing funds to students to offset the costs incurred at an institution of their choice. In order to determine the effects of a voucher system, students were asked to reply to the following question:

If you were offered \$1,000 each year for tuition and other expenses at any school or college to which you could gain admission, other than City University, how would your plans have changed?

The answers to this question must be analyzed with the understanding that each respondent has had to consider, at some level, a series of contingencies connected to this hypothetical grant. For example, is the \$1,000 sufficient to cover tuition costs if no other assistance is available and are the admissions requirements at the desired school too high, regardless of the funds provided? Not knowing the respondents'

awareness of these contingencies, we believe the responses to this question are merely suggestive, and an accurate analysis of a voucher system would require a more in-depth study.

As we discuss our results, we shall consider three basic areas of concern:

- a) how many students not presently attending college might consider doing so,
- b) how many students presently enrolled at CUNY might consider going elsewhere, and
- c) how many additional students might consider enrolling at private institutions in New York City?

The Effects of a Voucher

The effects of a \$1,000 voucher upon student plans is demonstrated in Table 7-1. To answer the first question--if non-attending students would change their plans--the columns "did not apply" and "accepted not registered" were analyzed. Those who indicated no change showed an increase in percentage from last year--"did not apply" increasing 6.2%, to 47.5% this year, and "accepted not registered" increasing 3.1%, to 34.5%. The former group was less likely to be influenced by the voucher option.

The order of preference of choices after "no change" altered from last year. While SUNY had been most popular last year among the "did not apply" and "accepted not registered" groups, with 16.6% and 17.0% respectively, it showed declines this year--to second place (12.5%) and third (13.3%) respectively. "Special school" was the most important option for "did not apply"--16.5%, a 1.5% increase from last year--and "outside New York State" was most important for "accepted not registered"--

TABLE 7-1

ESTIMATES OF THE RESPONSES TO A \$1,000.00 TUITION VOUCHER
BY EDUCATIONAL CATEGORY*

TUITION OFFER WOULD CHANGE PLANS TO:	Did Not Apply	Not Accepted	EDUCATIONAL CATEGORY: SPECIAL			Attending SUNY	Attending Other	
			Accepted Not Registered	Part-Time Student	Attending CUNY			
No Change	1971 1970	47.5 (41.3)	24.4 (24.5)	34.5 (31.4)	40.6 (41.2)	39.9 (43.8)	63.3 (68.8)	74.3 (59.2)
SUNY	1971 1970	12.5 (16.6)	19.3 (32.0)	13.3 (17.0)	13.6 (13.7)	18.7 (18.8)	4.5 (3.0)	5.9 (16.3)
Private N.Y. City	1971 1970	9.1 (8.0)	9.9 (10.0)	12.4 (14.8)	11.1 (12.8)	11.2 (11.0)	2.7 (4.3)	3.3 (3.2)
Private N.Y. State	1971 1970	2.7 (2.5)	8.4 (3.2)	5.1 (6.2)	8.8 (8.0)	6.9 (6.8)	9.5 (9.2)	5.0 (5.7)
Outside N.Y. State	1971 1970	6.4 (8.2)	12.2 (11.1)	15.3 (9.4)	15.5 (15.8)	17.7 (14.6)	18.4 (11.3)	8.1 (8.7)
Special School	1971 1970	16.5 (15.0)	17.9 (11.6)	14.2 (9.5)	9.6 (4.8)	3.7 (2.5)	0.4 (0.3)	1.9 (1.5)
No Answer	1971 1970	5.2 (8.4)	7.8 (7.5)	5.3 (11.8)	0.8 (3.6)	2.0 (2.5)	1.2 (3.2)	1.5 (5.3)
Total Percent Estimated N	1971	100.0 8,434	100.0 948	100.0 4,787	100.0 1,566	100.0 33,563	100.0 3,321	100.0 12,798
Total Percent Estimated N	1970	(100.0) (8,076)	(100.0) (766)	(100.0) (3,770)	(100.0) (1,306)	(100.0) (32,781)	(100.0) (3,743)	(100.0) (14,520)

*Sums omitted due to overlapping categories.

15.3%, a 5.9% increase from last year. The extent to which such plans can actually be implemented is questionable because of the tuition needed in addition to the voucher sum.

The voucher option indicated small changes in percentages but the same order of preference as last year for those "attending CUNY". The percentage of those who wished "no change" was 39.9%, a drop of 3.9% from last year. Of those students wanting a change, the largest percentage chose SUNY (18.7%, about the same as last year); next, institutions outside New York State showed a 3.2% increase to 17.7%; private New York City institutions increased 0.2%, to 11.2%; private New York State institutions remained about the same at 6.9%; and special schools showed a 1.2% increase to 3.7%.

The data relating to the third question concerning students who would enroll in private New York City institutions can be found by looking at the columns "attending CUNY," "attending SUNY" and "attending Other" for the row "private New York City." There was a 0.2% increase for "attending CUNY" students, a 1.6% drop for "attending SUNY" and an 0.1% increase for "attending Other." Since the first and third categories had large estimated numbers, this indicated that many students now attending school full-time would be more interested in attending private institutions in New York City.

The Effects of a Voucher
By College Admissions Average

The effect of a voucher on those graduates not attending schools is related to college admissions average in Table 7-2. As the admissions level increased, the percentage of students who desired "no change" increased from 34.4% for the under 70% category to 52.2% for the 80-84.9%

ESTIMATES OF THE RESPONSES TO A \$1,000.00 TUITION VOUCHER
FOR STUDENTS NOT APPLYING OR NOT REGISTERED BY COLLEGE ADMISSIONS AVERAGE

TABLE 7-2

TUITION OFFER WOULD CHANGE PLANS TO:	85% and over		80-84.9%		COLLEGE ADMISSIONS AVERAGE 75-79.9%		70-74.9%		Less Than 70%		Total	
	1971	1970	1971	1970	1971	1970	1971	1970	1971	1970	1971	1970
No Change	48.4	(47.4)	52.2	(48.6)	44.9	(41.4)	42.1	(36.4)	34.4	(28.7)	42.8	(38.1)
SUNY	6.4	(12.2)	9.2	(14.4)	11.5	(15.6)	13.2	(16.5)	17.4	(20.4)	12.8	(16.7)
Private N.Y. City	17.7	(14.0)	8.4	(8.6)	9.0	(8.5)	11.8	(11.6)	9.0	(10.0)	10.3	(10.2)
Private N.Y. State	7.1	(2.3)	2.7	(5.8)	4.0	(3.8)	5.3	(3.7)	0.7	(2.7)	3.6	(3.7)
Outside N.Y. State	9.5	(10.3)	9.8	(10.2)	8.0	(9.4)	11.0	(8.0)	9.5	(7.2)	9.6	(8.6)
Special School	9.2	(10.7)	11.3	(6.7)	17.0	(12.4)	13.0	(13.4)	21.5	(18.1)	15.7	(13.2)
No Answer	1.5	(3.0)	6.3	(5.7)	5.5	(8.9)	3.4	(10.3)	7.4	(12.9)	5.2	(9.5)
Total Percent Estimated N	100.0 812	(100.0) (785)	100.0 1,984	(100.0) (1,837)	100.0 3,362	(100.0) (2,718)	100.0 3,779	(100.0) (3,381)	100.0 3,284	(100.0) (3,125)	100.0 13,221	(100.0) (11,846)

category, with each grade breakdown showing an increase in percentage from last year. For those students wishing to change, SUNY showed a decrease in percentages as grade level increased, from 17.4% for under 70% to 6.4% for 85% and over, with each grade breakdown showing a decrease in percentage from last year. "Special school" became the most frequent option after "no change," increasing in percentage for three groups: 80-84.9% (to 11.3% from 6.7% last year), 75-79.9% (to 17.0% from 12.4% last year) and under 70% (to 21.5% from 18.1% last year). The 85% and over group selected private institutions in New York City as its first option (17.7%, a 3.7% increase from last year) and the 70-74.9% group chose SUNY first (13.2%, a 3.3% drop from last year). All grade levels considered private New York State institutions last, except the 85% and over category, which chose it next-to-last with 7.1% and chose SUNY as last with 6.4%.

The effect of the voucher on CUNY students is related to grades in Table 7-3. The percentage of students desiring change was about the same (39.9%) for each grade category, but fewer people desired change than last year in all categories except 85% and over, which stayed the same as last year. As last year, the grade categories of 85% and over and 80-84.9% would change to SUNY, 27.2% (a 1.9% increase) for the 85% and over category and 20.5% (a 1.0% decrease) for the 80-84.9% category. All other admissions categories listed schools outside of New York State as the most likely alternative, and all showed increased percentages from last year, increases of 3.0% for the 75-79.9% category, of 4.7% for the 70-74.9% category and of 5.5% for the under 70% category.

For those students who would change to private colleges in New York

ESTIMATES OF THE RESPONSES TO A \$1,000.00 TUITION VOUCHER
FOR STUDENTS AT CUNY BY COLLEGE ADMISSIONS AVERAGE

TUITION OFFER WOULD CHANGE PLANS TO:	85% and Over		80-84.9%		COLLEGE ADMISSIONS AVERAGE		75-79.9%		70-74.9%		Less Than 70%		Total	
	1971	1970	1971	1970	1971	1970	1971	1970	1971	1970	1971	1970	1971	1970
No Change	40.8	(40.9)	40.4	(43.8)	39.0	(44.9)	39.5	(43.9)	39.9	(45.9)	39.9	(43.7)		
SUNY	27.2	(25.3)	20.5	(21.5)	17.2	(17.0)	13.0	(14.2)	14.6	(14.5)	18.7	(18.8)		
Private N.Y. City	14.0	(13.8)	12.0	(11.8)	11.8	(12.3)	9.4	(8.7)	7.0	(6.1)	11.2	(11.0)		
Private N.Y. State	6.5	(7.8)	6.8	(6.5)	7.6	(5.5)	7.3	(7.7)	5.4	(7.3)	6.9	(6.8)		
Outside N.Y. State	9.7	(10.7)	16.9	(13.1)	18.3	(15.3)	22.5	(17.8)	22.6	(17.1)	17.7	(14.6)		
Special School	0.6	(0.2)	2.3	(1.6)	4.5	(2.8)	5.6	(4.4)	6.2	(4.0)	3.7	(2.5)		
No Answer	1.2	(1.4)	1.1	(1.7)	1.5	(2.3)	2.7	(3.3)	4.3	(5.1)	2.0	(2.5)		
Total Percent Estimated N	100.0 6,792	(100.0) (6,629)	100.0 7,158	(100.0) (7,282)	100.0 8,334	(100.0) (8,153)	100.0 7,408	(100.0) (7,077)	100.0 3,871	(100.0) (3,640)	100.0 33,563	(100.0) (32,781)		

City, we can see what averages they have and where they are transferring from in Table 7-4. Considering students from all schools, 26.8% had averages of 85% and over (about the same as last year). As grades decreased there were decreases in the percentage transferring to private schools in New York City. Students transferring from CUNY approximated the overall groupings by average; students from "Other" institutions had higher percentages for higher averages and corresponding decreases for lower averages. The students who would transfer from SUNY showed a large increase in the 85% and over category, 62.2% this year from 47.8% last year, a large drop from 17.8% to 5.3% this year for the 80-84.9% group, an increase in the 75-79.9% group, and, as last year, no students with averages under 70% were shown. For those students saying they would transfer from other schools to private schools in New York City, a large percentage of students with averages above 80% (64.3%, a slight 1.7% decrease from last year though) desired change. It appears, then, that of students who would transfer to private schools in New York City under a voucher system, rather large percentages from SUNY and "Other" institutions had high averages.

The Effects of a Voucher
By Sex

The effects of the voucher on college plans as related to sex is indicated in Tables 7-5 and 7-6. For males, the data in Table 7-5 indicated that the desire to change was greater if the student was attending CUNY than if he was at SUNY or another institution. "Other" institutions showed that 72.8% (a 12.2% increase from last year) of its male students did not desire change, and if change was desired, students wanted to attend schools outside of New York State, with 9.6% (a 1.6% increase from last year), followed by SUNY, with 7.2% (a 8.6% decrease

TABLE 7-4
ESTIMATES OF COLLEGE ADMISSIONS AVERAGE FOR THOSE STUDENTS
TRANSFERRING TO PRIVATE COLLEGES IN NEW YORK CITY
BY TYPE OF COLLEGE ATTENDING

COLLEGE ADMISSIONS AVERAGE	CUNY		COLLEGE ATTENDING		Total
	1971	1970	1971	Other 1970	1971
85% and Over	25.3	(25.3)	62.2	(47.8)	32.9 (31.8) 26.8 (26.9)
80-84.9%	22.8	(23.7)	5.3	(17.8)	31.4 (34.2) 23.3 (24.6)
75-79.9%	26.2	(27.7)	24.8	(22.7)	17.8 (11.4) 25.3 (25.8)
70-74.9%	18.4	(17.1)	7.8	(11.6)	13.6 (9.7) 17.7 (16.1)
Less Than 70%	7.2	(6.1)	-	-	4.3 12.9 6.8 (6.6)
Total Percent Estimated N	100.0 3,757	(100.0) (3,611)	100.0 89	(100.0) (163)	100.0 425
				(100.0) (465)	100.0 4,271
					(100.0) (4,239)

TABLE 7-5

ESTIMATES OF THE RESPONSES TO A \$1,000.00 TUITION VOUCHER
FOR MALE GRADUATES BY EDUCATIONAL CATEGORY*

TUITION OFFER WOULD CHANGE PLANS TO:		EDUCATIONAL CATEGORY: SPECIAL						
		Did Not Apply	Not Accepted	Accepted Not Registered	Part-Time Student	Attending CUNY	Attending SUNY	Attending Other
No Change	1971 1970	39.8 (31.0)	15.7 (39.6)	34.2 (30.5)	53.9 (32.4)	36.5 (44.7)	66.8 (70.2)	72.8 (60.6)
SUNY	1971 1970	16.8 (18.9)	25.9 (20.3)	12.0 (19.2)	2.8 (10.2)	19.0 (17.9)	3.5 (3.2)	7.2 (15.8)
Private N.Y. City	1971 1970	8.0 (4.2)	16.1 (8.6)	13.4 (11.4)	10.8 (28.8)	11.3 (11.6)	2.6 (4.5)	3.2 (3.9)
Private N.Y. State	1971 1970	1.3 (0.9)	9.7 (2.2)	3.2 (7.4)	8.4 (8.9)	7.2 (6.4)	6.5 (8.3)	4.1 (5.4)
Outside N.Y. State	1971 1970	5.9 (10.0)	16.5 (10.0)	13.1 (9.1)	15.0 (8.6)	19.3 (14.1)	18.5 (10.4)	9.6 (8.0)
Special School	1971 1970	23.8 (23.3)	11.2 (11.6)	15.3 (9.8)	6.8 (6.7)	4.1 (3.0)	- (0.2)	2.0 (1.6)
No Answer	1971 1970	4.4 (11.6)	5.0 (7.6)	8.7 (12.5)	2.4 (4.3)	2.6 (2.4)	2.1 (3.2)	1.0 (4.6)
Total Percent Estimated N	1971	100.0 2,372	100.0 339	100.0 1,436	100.0 505	100.0 12,062	100.0 1,236	100.0 4,174
Total Percent Estimated N	1970	(100.0) (1,535)	(100.0) (372)	(100.0) (1,524)	(100.0) (424)	(100.0) (15,440)	(100.0) (1,833)	(100.0) (7,626)

*Sums omitted due to overlapping categories.

TABLE 7-6
ESTIMATES OF THE RESPONSES TO A \$1,000.00 TUITION VOUCHER
FOR FEMALE GRADUATES BY EDUCATIONAL CATEGORY*

TUITION OFFER WOULD CHANGE PLANS TO:	EDUCATIONAL CATEGORY: SPECIAL							
	Did Not Apply	Not Accepted	Accepted Not Registered	Part-Time Student	Attending CUNY	Attending SUNY	Attending Other	
No Change	1971 1970	50.5 (42.8)	29.6 (10.6)	34.8 (32.4)	34.3 (46.0)	41.6 (43.1)	61.6 (67.0)	75.0 (57.7)
SUNY	1971 1970	10.9 (16.2)	16.0 (42.6)	14.0 (15.6)	18.8 (15.6)	18.6 (19.6)	5.2 (2.8)	5.3 (16.9)
Private N.Y. City	1971 1970	9.4 (9.2)	6.6 (11.6)	12.0 (17.5)	11.2 (5.1)	11.2 (10.4)	2.7 (4.2)	3.4 (2.5)
Private N.Y. State	1971 1970	3.2 (3.0)	6.2 (4.2)	5.9 (5.5)	9.0 (7.6)	6.8 (7.2)	10.8 (9.9)	5.4 (5.8)
Outside N.Y. State	1971 1970	6.6 (7.9)	10.0 (12.6)	16.3 (9.4)	15.8 (18.4)	16.8 (15.0)	18.4 (12.4)	7.4 (9.5)
Special School	1971 1970	13.7 (13.1)	22.1 (12.1)	13.1 (9.1)	10.9 (3.8)	3.5 (2.0)	0.7 (0.4)	1.8 (1.4)
No Answer	1971 1970	5.6 (7.8)	9.5 (6.4)	3.8 (10.4)	- (3.4)	1.6 (2.7)	0.6 (3.2)	1.7 (6.1)
Total Percent Estimated	1971 1970	100.0 6,047	100.0 600	100.0 3,330	100.0 1,061	100.0 21,401	100.0 2,074	100.0 8,614
Total Percent Estimated N	1970	(100.0) (6,325)	(100.0) (383)	(100.0) (2,190)	(100.0) (873)	(100.0) (16,911)	(100.0) (1,863)	(100.0) (6,809)

*Sums omitted due to overlapping categories.

from last year). For females, in Table 7-6, the same pattern is shown, and a much higher percentage of women in "Other" institutions would not change when compared with last year's figures, 75.0% this year from 57.7% last year.

Both men and women who were accepted but did not register showed 34.0% desiring no change, a slight increase from last year, but women who did not apply desired less change than men (50.5% of the women wanted no change this year compared to 42.8% last year, and 39.8% of the men wanted no change this year compared to 31.0% last year). Both men and women who did not apply would change to a special school in about the same proportions as last year.

Compared to SUNY and "Other" institutions, both men and women attending CUNY showed a greater desire for change. While there was a slight 1.5% decrease from last year, women at CUNY showed 41.6% not changing schools and men showed 36.5% desiring no change, a decrease from 44.7% last year.

The Effects of a Voucher
By Ethnic Identification

The effects of a voucher for non-applicants and non-registrants is shown by ethnicity in Table 7-7. White students were least likely to have a change due to the voucher proposal, the 51.9% being a 5.8% increase from last year in the "no change" category. Latin Americans showed a large increase in "no change" from last year, 32.9% this year from 15.0% last year, Blacks (24.3%) and Puerto Ricans (25.7%) each showed slight increases from last year, and "Oriental and Other" (35.0%) showed a slight decrease from last year.

Apparent in the ethnic breakdowns was the general decrease from

TABLE 7-7
ESTIMATES OF THE RESPONSES TO A \$1,000.00 TUITION VOUCHER
FOR STUDENTS NOT APPLYING OR NOT REGISTERED BY ETHNIC IDENTIFICATION

TUITION OFFER WOULD CHANGE PLANS TO:	ETHNIC IDENTIFICATION									
	Puerto Rican		Latin American		Black		White		Oriental and Other	
	1971	1970	1971	1970	1971	1970	1971	1970	1971	1970
No Change	25.7	(24.4)	32.9	(15.0)	24.3	(21.7)	51.9	(46.1)	35.0	(35.8)
SUNY	16.0	(18.3)	14.6	(12.9)	19.8	(26.0)	9.9	(19.1)	20.3	(8.6)
Private N.Y. City	16.3	(15.1)	17.7	(11.8)	9.6	(8.7)	9.0	(9.2)	4.1	(2.6)
Private N.Y. State	1.8	(2.7)	-	(8.6)	2.7	(2.9)	4.4	(4.0)	2.5	(13.2)
Outside N.Y. State	7.4	(3.5)	12.7	(20.4)	16.0	(15.7)	8.2	(7.4)	17.2	(9.3)
Special School	22.0	(22.2)	9.9	(15.0)	18.4	(13.6)	13.5	(11.4)	19.6	(7.9)
No Answer	10.7	(13.8)	12.1	(16.1)	9.1	(11.5)	3.1	(7.7)	1.4	(22.5)
Total Percent Estimated N	100.0 1,940	(100.0) (1,308)	100.0 322	(100.0) (186)	100.0 1,914	(100.0) (1,671)	100.0 8,530	(100.0) (7,641)	100.0 443	(100.0) (151)
									100.0 13,149	(100.0) (10,959)

last year for all students choosing SUNY and the increase of those choosing special schools. Puerto Ricans, this year as last, chose special schools (22.0%) as first preference after "no change" (a slight decrease of 0.2% from last year), chose private New York City schools second (16.3%, a 1.2% increase) and SUNY third (16.0%, a 2.3% decrease from last year). Blacks, while choosing SUNY first (19.8%), showed a 6.2% drop from last year, and special schools became second choice with 18.4%, a 4.8% increase from last year. Whites chose special schools first, with 13.5%, or a 2.1% increase from last year, and chose SUNY second with 9.9%, or a 4.2% decrease from last year. "Oriental and Other" showed large increases for both SUNY, their first choice, with 20.3% this year from 8.6% last year, and special schools, second choice with 19.6% this year from 7.9% last year. In addition, Puerto Ricans and Latin Americans were more likely to choose private New York City Schools (16.3% and 17.7%, respectively) than Blacks (9.6%), and Blacks were more likely to choose outside New York State schools (16.0%) than the other two ethnic groups.

The effects of the voucher plan on those students attending CUNY is related to ethnicity in Table 7-8. Puerto Ricans manifested less change than the other groups, 45.2%, in the "no change" category, Whites next with 40.4%, then Latin Americans (38.5%) and Blacks (36.4%). Blacks were the only ethnic category to retain the same percentages in the "no change" category. All other ethnic groups showed decreases from last year. SUNY was the first option listed by Puerto Ricans (15.6% this year compared to 14.0% last year), Whites (19.1% from 19.8%) and "Oriental and Other" (22.5% from 18.8%). Private New York City schools were most important for Latin Americans (16.5%) and outside New York State institutions were most important to Blacks (27.7%). "Special schools" held least importance for

TABLE 7-8
ESTIMATES OF THE RESPONSES TO A \$1,000.00 TUITION VOUCHER
FOR CUNY STUDENTS BY ETHNIC IDENTIFICATION

TUITION OFFER WOULD CHANGE PLANS TO:	ETHNIC IDENTIFICATION							
	Puerto Rican	Latin American	Black	White	Oriental and Other	Total		
	1971	1970	1971	1970	1971	1970	1971	1970
No Change	45.2	(46.5)	38.5	(39.3)	36.4	(36.4)	40.4	(45.2)
SUNY	15.6	(14.0)	15.7	(15.1)	17.0	(15.3)	19.1	(19.8)
Private N.Y. City	10.4	(11.4)	16.5	(23.4)	4.0	(6.8)	12.1	(11.2)
Private N.Y. State	6.5	(3.7)	8.8	(7.0)	6.9	(6.6)	7.2	(6.9)
Outside N.Y. State	13.5	(13.5)	13.3	(12.5)	27.7	25.3	16.4	(13.4)
Special School	5.0	(5.2)	4.0	(1.9)	5.0	(3.3)	3.3	(1.9)
No Answer	3.6	(5.7)	3.1	(0.8)	3.1	(6.3)	1.5	(1.6)
Total Percent	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)
Estimated N	3,119	(2,223)	1,023	(598)	4,520	(3,545)	22,809	(21,546)
							1,682	(1,712)
							33,153	(29,624)

CUNY students.

Students coming from various institutions and choosing private New York City colleges under the voucher plan are shown by ethnicity in Table 7-9. Though several hundred Black and Puerto Rican students chose private New York City schools, White students still greatly outnumber the other groups. Within the total percent of ethnic groups, the data indicated that more Puerto Ricans, Latin Americans and Whites would go to a private school in New York City than last year, while the percentage of Blacks and "Oriental and Other " decreased.

The Effects of a Voucher
by Parental Income

Table 7-10 shows some minor but interesting changes from last year. Specifically, the overall percentage of people who would not alter their plans increased to 41.9% from 39.0% last year and that most would change to a special school, 15.9%, whereas last year most would have gone to SUNY. We noticed that, with larger proportions than last year, high income groups were less likely to want change than low income groups. The data indicated that 54.5% of all students with incomes of \$15,000 and over (a 17.9% increase from last year) would not alter their plans, while only 29.9%, a 0.5% decrease, of those respondents with incomes below \$3,700 would have maintained their current activities. The only group to show a moderate decrease was those respondents with incomes of \$5,000 to \$7,499, 28.3% would not alter their plans compared with 37.8% last year.

All income groups with the exception of the \$15,000 and over category showed increases in the proportion of students who would change plans and go to a special school. Generally, for those students with low incomes, there was a greater proportion wanting to go to a special school. For

TABLE 7-9
ESTIMATES OF THE STUDENTS TRANSFERRING
TO PRIVATE SCHOOLS IN NEW YORK CITY FROM
THE TYPE OF COLLEGE ATTENDING BY ETHNIC IDENTIFICATION

COLLEGE ATTENDING	ETHNIC IDENTIFICATION						Total 1971 1970
	Puerto Rican 1971 1970	Latin American 1971 1970	Black 1971 1970	White 1971 1970	Oriental and Other 1971 1970		
CUNY	326 (252)	169 (140)	179 (241)	2,755 (2,418)	289 (283)	3,722 (3,334)	
SUNY	- (13)	- (0)	18 (6)	71 (102)	- (11)	89 (132)	
Other	73 (31)	8 (0)	27 (44)	278 (305)	38 (43)	424 (423)	
Total Percent of Ethnic Group Estimated N	9.4 (7.6) 399 (296)	4.2 (3.6) 177 (140)	5.3 (7.5) 224 (291)	73.4 (72.6) 3,108 (2,825)	7.7 (8.7) 327 (337)	100.0 (100.0) 4,235 (3,889)	

TABLE 7-10

ESTIMATES OF THE RESPONSES TO A \$1,000.00 TUITION VOUCHER
FOR STUDENTS NOT APPLYING OR NOT REGISTERED BY ETHNIC IDENTIFICATION

TUITION OFFER WOULD CHANGE PLANS TO:		Less Than \$3,700	\$3,700- \$4,999	\$5,000- \$7,999	\$7,500- \$9,999	PARENTAL INCOME			\$12,500- \$14,999	\$15,000 and Over	Total
						\$7,500- \$9,999	\$10,000- \$12,499	\$12,500- \$14,999			
No Change	1971 1970	29.9 (30.4)	30.2 (28.4)	28.3 (37.8)	46.5 (44.5)	49.7 (40.0)	57.4 (52.4)	54.5 (36.6)	41.9 (39.0)		
SUNY											
	1971 1970	17.9 (20.1)	18.2 (22.5)	14.1 (14.3)	12.7 (15.4)	9.3 (13.7)	10.2 (12.0)	8.5 (12.8)	12.9 (15.9)		
Private N.Y. City											
	1971 1970	15.2 (13.2)	17.2 (9.5)	7.9 (12.6)	9.2 (10.5)	10.4 (8.5)	5.6 4.4	8.6 (10.6)	10.4 (10.2)		
Private N.Y. State											
	1971 1970	3.2 (1.7)	3.8 (3.1)	6.2 (3.3)	1.4 (3.9)	4.6 (4.3)	4.7 (5.9)	0.9 (5.2)	3.7 (3.7)		
Outside N.Y. State											
	1971 1970	7.2 (7.1)	3.6 (13.7)	17.2 (7.8)	10.0 (7.4)	8.8 (7.7)	6.3 (8.5)	14.1 (13.8)	10.0 (8.8)		
Special School											
	1971 1970	17.9 (12.9)	19.5 (13.5)	19.9 (13.1)	15.1 (10.9)	14.5 (16.0)	11.0 (10.4)	11.6 (16.1)	15.9 (13.0)		
No Answer											
	1971 1970	8.8 (14.4)	7.5 (9.4)	6.3 (11.0)	5.1 (7.4)	2.6 (9.7)	4.9 (6.4)	1.7 (5.0)	5.2 (9.4)		
Total Percent Estimated N	1971	100.0 1,292	100.0 1,630	100.0 2,174	100.0 2,131	100.0 1,933	100.0 1,438	100.0 1,337	100.0 11,935		
Total Percent Estimated N	1970	(100.0) (1,252)	(100.0) (1,321)	(100.0) (2,146)	(100.0) (2,258)	(100.0) (1,725)	(100.0) (1,054)	(100.0) (601)	(100.0) (10,357)		

incomes below \$3,700, 17.9%, compared to 12.9% last year, wanted to change to a special school, whereas high incomes of \$15,000 and over showed that only 11.6% would change to a special school, while 16.1% wanted to go last year.

As last year, the effects of a voucher would be greatest among low income students and would be felt at SUNY as well as at special schools. The low income groups showed large proportions desiring to go to SUNY, even though these figures represented decreases from last year. The under \$3,700 group, as with special schools, showed that 17.9%, compared with 20.1% last year, of the non-applicants or non-registrants would change to SUNY, and 18.2%, from 22.5% last year, of the \$3,700 to \$4,999 would go to SUNY. These two low income groups also showed a greater desire to attend a private school in New York City than last year, a 2.0% increase for the less than \$3,700 group and a 7.7% increase for the \$3,700 to \$4,999 group.

From Table 7-11 it appears that in comparison with last year more students currently at CUNY would change their plans if presented with a voucher. Last year 43.9% of CUNY students would have maintained their status, while only 39.5% would have done so this year. The desire to change plans showed the greatest movement in the \$5,000 to \$7,499, \$7,500 to \$9,999 and \$15,000 and over categories, with decreases of 10.8%, 7.9% and 6.5% respectively.

The greatest income changes were evident in three categories of schools, SUNY, private New York City, and private New York State. With the exception of the income categories of \$3,700 to \$4,999 and \$7,500 to \$9,999, SUNY was shown not receiving as large a proportion of students as last year, while private schools in New York City showed minor increases in every income category except \$3,700 to \$4,999 and over \$15,000. Schools

TABLE 7-11

ESTIMATES OF THE RESPONSES TO A \$1,000.00 TUITION VOUCHER
FOR STUDENTS AT CUNY BY PARENTAL INCOME

TUITION OFFER WOULD CHANGE PLANS TO:		Less Than \$3,700	\$3,700 - \$4,999	\$5,000 - \$7,999	\$7,500 - \$9,999	\$10,000 - \$12,499	\$12,500 - \$14,999	\$15,000 and Over	Total
No Change	1971 1970	40.9 (41.2)	38.4 (41.1)	35.0 (45.8)	36.6 (44.5)	42.6 (42.1)	40.1 (40.0)	45.1 (51.6)	39.5 (43.9)
SUNY	1971 1970	15.1 (16.6)	17.4 (16.5)	18.3 (19.6)	19.5 (16.8)	19.8 (21.3)	17.5 (21.3)	19.0 (19.7)	18.5 (19.0)
Private N.Y. City	1971 1970	13.8 (10.2)	9.9 (10.6)	10.7 (10.6)	13.4 (12.7)	13.6 (12.7)	11.3 (10.5)	6.0 (7.9)	11.5 (11.2)
Private N.Y. State	1971 1970	6.4 (6.0)	8.4 (6.4)	7.9 (6.3)	8.0 (8.1)	6.1 (8.3)	5.8 (5.5)	6.8 (6.2)	7.1 (7.0)
Outside N.Y. State	1971 1970	14.3 (16.1)	17.1 (17.1)	19.3 (13.2)	17.6 (14.1)	14.4 (11.1)	22.5 (19.5)	21.1 (12.7)	17.9 (14.3)
Special School	1971 1970	5.0 (5.8)	5.1 (4.1)	6.0 (1.9)	4.0 (1.5)	2.0 (3.0)	2.0 (2.4)	1.0 (0.6)	3.5 (2.4)
No Answer	1971 1970	4.4 (4.1)	3.5 (4.2)	2.7 (2.6)	0.8 (2.3)	1.6 (1.5)	0.9 (0.8)	1.0 (1.3)	1.9 (2.2)
Total Percent Estimated N	1971	100.0 2,793	100.0 2,923	100.0 5,141	100.0 6,665	100.0 6,039	100.0 3,791	100.0 3,861	100.0 31,213
Total Percent Estimated N	1970	(100.0) (2,208)	(100.0) (2,515)	(100.0) (4,656)	(100.0) (6,473)	(100.0) (5,622)	(100.0) (3,254)	(100.0) (3,117)	(100.0) (27,845)

outside New York State increased in the proportion of students desiring to attend, except for those students with incomes below \$3,700.

Those students attending CUNY, SUNY, and "Other" institutions and wanting to transfer to private New York City colleges under the voucher plan are related to income in Table 7-12. It is interesting to note that for those students who would transfer from CUNY, almost all income levels showed a decrease from last year except for the lowest group under \$3,700 which has an increase of 3.5% from last year to 10.7% this year and the \$12,500 to \$14,999 category showed a slight 0.9% increase to 11.9% this year. For those transferring from SUNY, there was an increase of 10.7% to 33.7% this year in the \$7,500 to \$9,999 group and a large increase of 24.0% to 37.1% this year in the \$15,000 and over group. The \$10,000 to \$12,499 group and the \$12,500 to \$14,999 group both showed substantial increases from last year, to 23.4% from 9.2% and to 18.7% from 8.5% respectively.

For those students transferring to private New York City schools from "Other" institutions, the income categories of \$10,000 to \$12,499 and \$12,500 to \$14,999 increased from 9.2% to 23.4% this year and from 8.5% to 18.7% respectively. Those students with incomes above \$15,000, with incomes of \$7,500 to \$9,999 and with incomes of \$5,000 to \$7,499 all decreased from last year, by 6.0%, 15.2%, and 5.1% respectively.

It should be noted that even though a desire for change was indicated by students in each income group, it is questionable whether low income students could alter their plans on the basis of the \$1,000 grant.

TABLE 7-12
ESTIMATES OF PARENTAL INCOME FOR THOSE STUDENTS
TRANSFERRING TO PRIVATE COLLEGES IN NEW YORK CITY
BY TYPE OF COLLEGE ATTENDING

PARENTAL INCOME	CUNY		COLLEGE ATTENDING				Total	
	1971	1970	1971	1970	1971	Other	1971	1970
Less Than \$3,700	10.7	(7.2)	-	-	8.8	(7.3)	10.3	(7.0)
\$3,700-\$4,999	8.0	(8.6)	5.6	(2.4)	7.6	(7.3)	8.0	(8.2)
\$5,000-\$7,499	15.3	(15.8)	-	(27.0)	11.2	(16.3)	14.6	(16.2)
\$7,500-\$9,999	24.7	(26.5)	33.7	(23.0)	21.0	(36.2)	24.6	(27.5)
\$10,000-\$12,499	22.8	(23.0)	12.4	(13.9)	23.4	(9.2)	22.6	(21.1)
\$12,500-\$14,999	11.9	(11.0)	11.2	(20.5)	18.7	(8.5)	12.6	(11.0)
\$15,000 and Over	6.5	(7.9)	37.1	(13.1)	9.1	(15.1)	7.4	(8.9)
Total Percent	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)	100.0	(100.0)
Estimated N	3,601	(3,112)	89	(122)	418	(411)	4,108	(3,645)

Appendix I

Equal Opportunities Questionnaire
Pages 1 through 3

EQUAL OPPORTUNITIES QUESTIONNAIRE

CENTER FOR SOCIAL RESEARCH

DO NOT WRITE IN THIS AREA									
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

1. Did you graduate from High School?

MARK ONLY ONE

Yes, I graduated and received:

- a) an academic diploma
- b) a technical diploma
- c) a general diploma
- d) a vocational diploma
- e) a commercial diploma
- f) a certificate

No, I did not graduate:

- g) I am still in high school
- h) I left without graduating

NOTE: IF YOU MARKED THAT YOU DID NOT GRADUATE, PLEASE SKIP TO QUESTION # 8. OTHERWISE, PLEASE ANSWER THE FOLLOWING QUESTIONS:

2. Did you apply for admission to a college or school for the ~~FALL 1970 TERM~~ FALL 1971 TERM ?

Yes, I applied and was accepted

Yes, I applied but I was not accepted

IF YOU DID NOT APPLY
MARK ONLY ONE IN EACH COLUMN.

No, I did not apply because:

- | | Most
Important
Reason | Second Most
Important
Reason | Third Most
Important
Reason |
|---|-----------------------------|------------------------------------|-----------------------------------|
| a) I could not afford to go to college | | | |
| b) My grades were not high enough | | | |
| c) I did not want to go to college | | | |
| d) I took the wrong courses in high school | | | |
| e) I wanted to get married | | | |
| f) I wanted to get a job | | | |
| g) My parents did not want me to go | | | |
| h) I wanted to complete military service first | | | |
| i) I was tired of school | | | |
| j) A family emergency came up | | | |
| k) I was afraid college work would be too difficult | | | |
| l) Traveling to college would be too difficult | | | |
| m) Other reason | | | |

NOTE: IF YOU DID NOT APPLY FOR ADMISSION, PLEASE SKIP TO QUESTION # 8. OTHERWISE, PLEASE ANSWER THE FOLLOWING QUESTIONS:

3. When you applied for admission, what kinds of school's or colleges did you choose? You may mark more than one choice on a given line across.

MARK ONLY ONE BOX IN EACH COLUMN

- | | First
Choice | Second
Choice | Third
Choice |
|--|-----------------|------------------|-----------------|
| a) A private college or school in New York City | | | |
| b) A private college or school in New York State | | | |
| c) A college or school outside New York State | | | |
| d) A college of The City University of New York | | | |
| e) A college of The State University of New York | | | |

EQUAL OPPORTUNITIES QUESTIONNAIRE

CENTER FOR SOCIAL RESEARCH

DO NOT WRITE IN THIS AREA									
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

4. Are you presently registered in a college, university, or other school?

YES:

- a) In a college offering a bachelors degree or higher ☐
- b) In a junior or community college ☐
- c) In a technical institute ☐
- d) In a school of nursing ☐
- e) In a business or trade school ☐
- f) In another type of school (please mark and ☐
describe) _____

NO:

- a) And I have no plans to attend ☐
- b) But I plan to attend in a year or two ☐
- c) But I plan to attend eventually;
I have no idea when ☐

NOTE: IF YOU MARKED THAT YOU ARE NOT REGISTERED, SKIP TO QUESTION # 8.
OTHERWISE, PLEASE ANSWER THE FOLLOWING QUESTIONS:

5. Are you presently a full-time student in a college, university or other school?

- a) YES, I am a full-time student ☐
- b) NO, I am a part-time student ☐

6. What were the main reasons you selected the college or school you are now attending?

(MAKE UP TO 3 CHOICES FROM THE FOLLOWING)

MARK ONE CHOICE UNDER EACH HEADING

- | | Most
Important
Reason | Second
Most
Important
Reason | Third
Most
Important
Reason |
|---|-----------------------------|---------------------------------------|--------------------------------------|
| a) It has a good reputation | ☐ | ☐ | ☐ |
| b) It is inexpensive | ☐ | ☐ | ☐ |
| c) It is near my home | ☐ | ☐ | ☐ |
| d) My friends are going there | ☐ | ☐ | ☐ |
| e) My parents wanted me to go there | ☐ | ☐ | ☐ |
| f) I wanted to go away from home | ☐ | ☐ | ☐ |
| g) It has a special program I wanted | ☐ | ☐ | ☐ |
| h) They offered me financial aid | ☐ | ☐ | ☐ |
| i) It was the only college that accepted me | ☐ | ☐ | ☐ |
| j) A teacher or counselor suggested it | ☐ | ☐ | ☐ |
| k) Other | ☐ | ☐ | ☐ |

7. Which of the following are you attending?

- a) A college of The City University of New York ☐
- b) A college of The State University of New York ☐
- c) A private college or school in New York City ☐
- d) A private college or school in New York State ☐
- e) A college or school outside New York State ☐

8. If you were offered \$1,000 each year for tuition and other expenses at any school or college to which you could gain admission, other than City University, how would your plans have changed?

(Note: This would be in addition to any scholarship or award you may now have, such as Regents Scholarship, Scholar Incentive Award, etc.)

MARK ONLY ONE

- a) No change, I would still do what I'm doing now ☐
- b) My plans would have changed; I would have gone to:
- 1) A college in The State University ☐
- 2) A private college in New York City ☐
- 3) A private college in New York State ☐
- 4) A college outside New York State ☐
- 5) Complete a technical, trade, or other special school ☐

EQUAL OPPORTUNITIES QUESTIONNAIRE

CENTER FOR SOCIAL RESEARCH

DO NOT WRITE IN THIS AREA									
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

9. What is the highest level of formal education obtained by your parents?

MARK ONE IN EACH COLUMN

Father Mother

- a) Elementary school (1-8 years or less) ☐ ☐
- b) Some high school (grades 9-12) ☐ ☐
- c) High school graduate ☐ ☐
- d) Some college (less than 2 years) ☐ ☐
- e) Complete a technical, trade or other special school ☐ ☐
- f) Two to four years of college ☐ ☐
- g) College degree (4 years credit) ☐ ☐
- h) Post-graduate degree ☐ ☐

10. Do you have a job?

YES:

MARK ONLY ONE

- a) a full-time job (35 hours or more a week) ☐
- b) a part-time job (less than 35 hours a week) ☐

NO:

- c) I am looking for a job ☐
- d) I am not looking for a job ☐

11. What is your best guess of the total income last year of your parents? Consider annual income from all sources before taxes.

- a) Less than \$ 3,700 ☐
- b) \$ 3,700 but less than 5,000 ☐
- c) 5,000 but less than 7,500 ☐
- d) 7,500 but less than 10,000 ☐
- e) 10,000 but less than 12,500 ☐
- f) 12,500 but less than 15,000 ☐
- g) Over 15,000 ☐

12. What is the highest educational level you expect to achieve?

MARK THE HIGHEST THAT APPLIES

I expect to:

- a) never finish high school ☐
- b) finish high school ☐
- c) go to college but for less than 2 years ☐
- d) complete a technical, trade or other special school ☐
- e) earn a two year college degree ☐
- f) go to college for more than 2 years but probably less than 4 years ☐
- g) earn a four year college degree ☐
- h) earn a graduate (Masters) degree ☐
- i) earn a graduate (Doctoral) degree ☐

13. Your sex:

Male ☐
Female ☐

14. Will you join the Armed Forces this year?

YES ☐
NO ☐

15. Will you get married this year?

YES ☐
NO ☐

16. With which of the following groups do you identify yourself?

MARK ONLY ONE

- a) Puerto Rican ☐
- b) Other Latin American ☐
- c) Black, Negro, or Afro-American ☐
- d) White ☐
- e) Oriental ☐
- f) Other (please specify) ☐

17. What was your approximate academic average in high school?

- a) 85% or over ☐
- b) 80-84% ☐
- c) 75-79% ☐
- d) 70-74% ☐
- e) Under 70% ☐

THANK YOU FOR COMPLETING
THE QUESTIONNAIRE.

PLEASE RETURN IT AS SOON
AS POSSIBLE IN THE STAMPED,
SELF-ADDRESSED ENVELOPE.

SEE QUESTIONS 13 THROUGH 17 IN THE NEXT COLUMN

Appendix II

Reasons for Resampling

The questionnaire mailed in January 1972 contained a misprint in question number 2. This error--listing "Fall 1970 term" instead of "Fall 1971 term"--directly influenced the respondents' replies to questions 3,4,5,6 and 7. The problem then arose as to how to interpret the incorrect phrasing.

On the basis of a visual scanning of the misprinted returns it was felt that most respondents were not aware of the error or logically compensated for the misprint. Obviously, these impressions were not sufficient to warrant including the data in the survey. For us to check these impressions and to gauge the extent of the error, we decided to conduct a complete resampling.

This procedure delivered a corrected copy of the questionnaire to the entire sample. Everyone was notified of the error and was asked to reply to the new questionnaire. If no change occurred, the respondent was asked to send back the blank questionnaire and note on the covering letter that there was no change. If a change occurred, the respondent was to complete the questionnaire. As this mailing was returned we compiled a complete list of the changes for those respondents who answered the original, misprinted form. The data showed that of the 4,903 respondents who answered the first, misprinted questionnaire, 2,081 or 42.4% redid the corrected form. If this 42.4% could be considered representative, it appeared that some credence might be given to our original impressions.

Specifically, of the 2,081 replies, 1,803 or 86.6% listed no change from their original responses. For the remaining 13.4% or 278 responses,

95.0% listed a change in question 2. All changes in question 2 consisted of altering either "did not apply: other reason" to applied and was accepted" or the omitted question 2 to "applied and was accepted."

In addition to mail responses our phone number was also provided for those who wished to notify us of any change. Unfortunately, few respondents chose this method of informing us, but the few that did followed the same pattern as the mail replies. 41 people responded, of which 90.2% listed no change and 9.8% went from "other reason" to "applied and accepted."

Based on these data, we felt that certain conclusions could be reached in deciding whether or not to utilize the responses to the questionnaire:

- a) if questions 3 through 7 were answered and question 2 was omitted or marked "other reason", "applied and accepted" could be assumed;
- b) if question 2 was answered and questions 3 through 7 were answered, it was assumed that 1971 could be substituted without biasing the data; and
- c) all other items or changes were left as is.

The above three items determined the adjustments made on the questionnaire and resulted, because of the large no change, 86.6%, in including the 4,903 respondents in the sample.